

Putting the Pieces Together

Resources for Understanding ARIZONA LEARNS and
the No Child Left Behind Act of 2001



Superintendent Tom Horne
Arizona Department
of Education
2003



State of Arizona
Department of Education

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Superintendent of Public Instruction

July 29, 2003

Dear Superintendents and Principals/Chief Administrators:

I would like to take this opportunity to welcome you to the 2003 Arizona Accountability Communications Workshop. Since taking office this past January, I have emphasized the Department of Education's responsibility to serve Arizona's districts and schools as we strive to meet our goal of increasing the academic achievement of *all* our children. The development and implementation of this workshop reflects not only my desire to work in partnership with various stakeholders in the education community to accomplish this goal, but the Department's newfound commitment to service. Your participation in this workshop, in turn, reflects your commitment to the communities and children you serve.

The purpose of this workshop is to provide information regarding the accountability requirements mandated by both ARIZONA LEARNS and the No Child Left Behind Act of 2001 (NCLB). One of my first actions as Superintendent of Public Instruction was to submit legislation in the form of House Bill 2277 that corrected what many deemed an unreasonable and unfair timeline for school improvement. With the passage of House Bill 2277, schools now have one additional year to fully implement school improvement plans and initiatives. Furthermore, this additional year also affords the Department the opportunity to provide increased technical assistance to schools in need of improvement. House Bill 2277 also provides:

- The application of new school classifications. The Achievement Profile will now be utilized to designate schools as ***Excelling, Highly Performing, Performing, Underperforming, and Failing to Meet Academic Standards***. The ambiguous terms of "Improving" and "Maintaining" are no longer applicable, allowing the Department to focus on positive achievement demonstrated by our schools.
- The establishment of an appeals process.
- The establishment of judgment factors. School classifications are not wholly dependent on numbers.

In addition to the legislative amendments made to ARIZONA LEARNS, several methodological changes have been submitted by the Department and subsequently approved by the State Board of Education. These methodological changes serve to strengthen the principles of accuracy and fairness upon which Arizona's system of school accountability is founded. Some of the methodological changes include, but are not limited to:

- The number of students applied in the Achievement Profile analysis (N count) has increased to 30 students per subject/grade combination.

- The value placed upon Arizona's Measure of Academic Progress (MAP) has increased significantly. Both MAP and Arizona's Instrument to Measure Standards (AIMS) now serve as primary academic indicators on the elementary school Achievement Profile. MAP will benefit schools by providing additional points to schools for the 2003 Achievement Profile. The greater emphasis placed on MAP within the Achievement Profile serves to benefit well-run schools located in low-income neighborhoods.
- Mobile students are no longer included in the Achievement Profile analysis. Students must be with you a year to count in the measurement.

Furthermore, in recognizing that the current ARIZONA LEARNS model does not offer incentives for schools to increase the academic achievement of average and above average students, the Department is presently developing a methodology that will provide incentives to schools demonstrating an increase in the absolute academic achievement levels of our average and above average students.

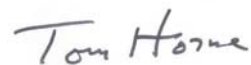
During the development of the Federal accountability plan, as required by NCLB, the Department successfully negotiated several key conditions that will greatly benefit Arizona's districts and schools. These conditions include, but are not limited to:

- The minimum student count (N count) applied in the analysis of adequate yearly progress (AYP) is set at 30 students for all student groups.
- The "plateau" setting of the state's annual target percentage means that schools not currently below the cut score need to first show progress in the fourth year.
- The application of a statistical procedure (99 percent confidence interval) will ensure the accuracy of AYP determinations.

The Department also successfully negotiated an important appeals process for AYP determinations. The appeals process for AYP determinations, however, must be completed within a very short period of time beginning on August 29, 2003.

I know the information provided to you during the Accountability Communications Workshop and in the associated materials will help you and your staff as preparations for the new academic year begin. I also hope that you will disseminate the information provided during the workshop and in the related materials to the various stakeholders in your local community. As we strive to accomplish our shared goal of increasing student academic achievement, we must remember that communication and cooperation are the keys to success.

Sincerely,



Tom Horne

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No Child Left Behind Act (NCLB) Overview

The passage of the No Child Left Behind Act of 2001 (NCLB) was a strong bipartisan effort reauthorizing the Elementary and Secondary Education Act (ESEA) affecting education from kindergarten through high school. The new law presents sweeping efforts to improve public education, including setting goals for improvement and holding stakeholders accountable for student achievement. This document highlights NCLB's accountability details to aid schools and districts with local implementation. It is important to note that this law is distinct in that NCLB:

- **Reflects four key principles¹:**
 - Stronger system-wide accountability for results;
 - Greater flexibility for states, districts, and schools in the use of federal funds;
 - Increased choices for parents/legal guardians of children from disadvantaged backgrounds; and
 - Specific emphasis on teaching methods that have demonstrated results.
- **Establishes a greater federal role in education.** NCLB establishes an unprecedented expansion of the federal role in K-12 education by requiring local districts and schools to bring all students to a proficient level of achievement by school year 2013-2014.
- **Differs from previous 1994 ESEA Reauthorization in that NCLB²:**
 - Requires Title I schools *and* all other public schools to assess students using the same tests based on state content standards;
 - Mandates that ALL students, including those with disabilities, must demonstrate proficiency on state tests; and
 - Does not allow states to apply for waivers from federal requirements.

ACCOUNTABILITY REQUIREMENTS

In exchange for flexibility in using federal funds, **states must develop single accountability systems** that are rooted in rigorous academic standards and aligned to state assessments. States must also define key terms (e.g., proficient) and set baseline and benchmark achievement levels.

However, **the onus is on local districts and schools to implement** the assessment, adequate yearly progress (AYP), and data collection and reporting provisions established by NCLB. Local compliance and student performance dictate rewards and sanctions for districts and schools.

Local implementation issues can arise when considering factors, such as: local demographics; district/school population or staffing flux; subgroup performance; and substandard data systems.

ASSESSMENT	
<p>Provisions or Requirements³</p> <p>At least 95 percent of all students, including those in pre-defined subgroups must be assessed. Data must be disaggregated by:</p> <ul style="list-style-type: none"> • Gender • Major racial or ethnic group • English proficiency status • Migrant status • Students with disabilities • Socioeconomic status <p>By 2005-2006, all third through eighth grade students must be tested annually against state content standards in reading/language arts and mathematics for each grade level; secondary school students must be tested at least once during high school.</p> <p>By 2007-2008, science assessments must be administered at least once in elementary, middle, and high school.</p> <p>Limited English Proficient (LEP) students must be assessed in English unless they meet one of the following conditions, in which case they will be provided an alternative assessment:</p> <ul style="list-style-type: none"> • The student has not attended school in the United States for three consecutive years, or • The Local Education Agency (LEA) determines that a student who has received three years of schooling in the United States is not yet proficient (accommodation can continue for up to two additional years). <p>Disabled students may take state-developed alternative assessments or receive accommodations as specified by their Individual Education Plan (IEP) teams.</p> <p>States are required to select a representative sample of students to participate in biannual National Assessment of Educational Progress (NAEP) assessments in fourth and eighth grades in reading and mathematics. If selected, districts and schools must participate in the NAEP testing.</p>	<p>Considerations</p> <p>States must provide assessment results to districts, schools, and teachers.</p> <p>Migrant and mobile students must be assessed even if they are not included for annual yearly progress (AYP) purposes.</p> <p>Local assessments may be used in addition to state tests if they meet state-defined criteria that include, but are not limited to:</p> <ul style="list-style-type: none"> • Alignment to state standards; • Comparability to state tests in terms of content, difficulty, and quality; and • Validity and reliability with respect to student subgroups.

ADEQUATE YEARLY PROGRESS (AYP)	
<p>Provisions or Requirements</p> <p>States must set annual performance goals for all students and student subgroups such that 100 percent of students will be proficient in the state's academic standards by school year 2013-2014.</p> <p>States must:</p> <ul style="list-style-type: none"> • Establish a baseline from which AYP will be calculated starting with the 2001-2002 school year; • Define proficiency levels (in Arizona, <i>Excelling, Highly Performing</i>, etc.); • Determine the minimum number of students required in a school to ensure a statistically valid measure (size of 'N'; in Arizona the minimum is 30 students); and • Set the annual AYP benchmarks or annual measurable objectives that districts and schools must meet for all students to be proficient by school year 2013-2014. <p>All districts and schools must meet annual measurable objectives for all students and for each subgroup.</p> <p>Safe Harbor Provision (if the size of the student population or subgroup is not statistically significant): Schools and districts can make AYP if the percentage of students not proficient decreases by 10 percent from the previous year and if the district or school meets one additional requirement (as determined by the state).</p> <p>Sanctions apply to Title I districts and schools unable to meet AYP for two or more consecutive years and grow increasingly more prescriptive the longer the district/school is unable to meet annual benchmarks. These include: school labels; public school choice and supplemental service options for students in underperforming schools; and school restructuring reforms.</p>	<p>Considerations</p> <p>States must set intermediate goals in addition to annual measurable objectives.</p> <p>LEAs must pay for transportation of students exercising their public school choice options using up to five percent of their Title I funds, unless a lesser amount is needed. LEAs may decide to use an additional 10 percent of Title I funds for transportation. If demand exceeds available funds, LEAs will establish funding priorities.</p> <p>LEAs must pay for supplemental services with five percent of their Title I funds, unless a lesser amount is needed. If needed, an additional 10 percent of Title I funds must be used for school choice, supplemental services, or both.</p>

DATA COLLECTION & REPORTING	
<p>Provisions or Requirements</p> <p>Beginning with the 2002-2003 school year, states, districts, and schools are required to make annual report cards available. These report cards should include data on:</p> <ul style="list-style-type: none"> • Student achievement for all students and for subgroups of students; • Graduation rates for secondary schools; • One additional indicator for elementary schools (in Arizona, Measure of Academic Progress [MAP] and Extended Writing Sample [EWS] data); • AYP status for each school; and • Professional qualifications of teachers. <p>Report cards must compare high- and low-poverty schools with respect to percent of classes taught by highly qualified teachers and other measures.</p> <p>LEAs must produce school performance profiles for each Title I school with disaggregated results.⁴</p> <p>LEAs must provide individual student reports on student performance to parents and teachers.</p>	<p>Considerations</p> <p>Schools whose subgroup size does not meet the state-determined minimum (size of 'N'; 30 students in Arizona) will not have these scores included in AYP calculations. However, school leaders may want to monitor progress of these subgroups.</p> <p>Individual teacher and student identifier may be useful in tracking and reporting required information.</p> <p>State, district, and school data system capacity may not currently allow for the collection of NCLB data.</p>

¹ U.S. Department of Education. (2002). *No Child Left Behind: A desktop reference*. Washington, DC: Author.

² The Center for Education Reform. (2002). *The new ESEA: A primer for policy makers*. Washington, DC: Author.

³ U.S. Department of Education. (2003, March 10). *Standards and assessments: Non-regulatory draft guidance*. Washington, DC: Author.

⁴ National Conference of State Legislatures. (n.d.). *No Child Left Behind: Accountability and AYP*. Retrieved July 9, 2003, from <http://www.nsba.org/site/view.asp?DID=8586&CID=355>.

The ABCs of Arizona School Accountability

Key Terms and Descriptions

ARIZONA LEARNS	State legislation for evaluating school performance as stipulated in Education 2000/Proposition 301.
Arizona's Instrument to Measure Standards (AIMS)	AIMS is Arizona's state mandated assessment currently given to students in elementary grades 3, 5, and 8, and secondary grade 10 in the subject areas of reading, writing, and mathematics. Beginning in the 2004-2005 academic year, AIMS will be given to students in elementary grades 3-8 and secondary grade 10.
Arizona's Measure of Academic Progress (MAP)	MAP is used to measure individual student growth. Student Stanford 9 test scores are linked from one year to the next and student growth on the test is calculated. Currently, One Year's Growth (OYG) is defined as attaining the same level of achievement from year-to-year, while learning more difficult academic material. OYG is determined by examining a student's stanine score: if one attains the same stanine score or a higher stanine score relative to the previous year, that student is determined to have made OYG. Currently, the Arizona Department of Education (ADE) is investigating alternative methodologies for MAP to broaden the scope of the analysis. Additionally, the ADE intends to calculate MAP using AIMS scores once AIMS is expanded to grades 3-8 in the 2004-2005 academic year.

Achievement Profile

Research-based method of analysis for evaluating school performance. The Achievement Profile is used to designate all public schools as *Excelling, Highly Performing, Performing, Underperforming, or Failing to Meet Academic Standards*.

The Achievement Profile for elementary schools examines three academic indicators:

- student performance on AIMS;
- adequate yearly progress (AYP) as defined by the No Child Left Behind Act of 2001 (NCLB); and
- MAP.

The Achievement Profile for secondary schools utilizes four academic indicators:

- student performance on AIMS;
- adequate yearly progress (AYP) as defined by NCLB;
- dropout rate; and
- graduation rate.

Please note that student performance on AIMS and MAP are the primary indicators for the elementary school Achievement Profile. Student performance on AIMS is the primary indicator for the secondary school Achievement Profile.

The No Child Left Behind
Act of 2001 (NCLB)

Reauthorization of the Elementary and Secondary
Education Act of 1965. NCLB places emphasis on
academic standards, assessment, and accountability.

Adequate Yearly Progress
(AYP)

A core component of NCLB is the determination of AYP.
In order to make AYP, a school must:

- assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (i.e., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (AIMS);
- meet the state's annual target percentage of students demonstrating proficiency in Arizona's Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics. Progress is to be made in a predetermined manner toward 100 percent student proficiency by the end of the 2013-2014 academic year;
- meet the target attendance rate or demonstrate improvement (elementary schools only); and
- meet the target graduation rate or demonstrate improvement (secondary schools only).

A Brief History of ARIZONA LEARNS

Vision to Reality

The development of Arizona's system of school accountability can best be described as a process of evolution. Although several adjustments have been made to ARIZONA LEARNS in recent months, both legislatively and methodologically, it should be noted that these alterations serve to further the core focus of Arizona's system of school accountability—purposeful accountability founded on the principles of accuracy and fairness. In emphasizing the concept of purposeful accountability, the Arizona Department of Education (ADE) fully acknowledges that a system of school accountability is only as strong as the accompanying system of school improvement. Recently, the ADE has made great strides in developing and implementing a strong system of school improvement that includes technical assistance and increased resources and professional development opportunities for educators to better serve our communities, our schools, and most importantly, our students.

Education 2000/Proposition 301

In examining the history of Arizona's system of school accountability, it is clear to see that ARIZONA LEARNS was born out of the public's desire to provide increased resources to our public schools. In 2000, the Legislature and Governor Jane Hull adopted legislation known as Education 2000 that was forwarded, in part, to the general electorate and approved as Proposition 301. Education 2000/Proposition 301 set forth a six-tenths of a percent sales tax increase for purposes relating to education, including new accountability measures and additional funds for school districts and charter schools. The revenue created by Education 2000/Proposition 301 is to be used for the following purposes:

- To authorize and pay for issuance of up to \$800 million of new school improvement revenue bonds to correct existing deficiencies in school buildings. At six percent interest, total principal and debt service will be approximately \$1.4 billion over the next 20 years.
- For distribution to the ADE for the phase-in of five additional school days and associated teacher salary increases resulting from an increase in school days.

- For distribution to the ADE for school safety and character education.
- For reimbursement of the state general fund for the cost of income tax credits in mitigation of increased transaction privileges and to use taxes for families with an annual income of less than \$25,000 and individuals with an annual income of less than \$12,500.
- For distribution to the failing schools tutoring fund.
- For distribution to the ADE to develop:
 - 1) A system to measure school performance based on student achievement, including student performance on the Arizona's Instrument to Measure Standards (AIMS) test; and
 - 2) A statewide computerized database of information on individual students including student attendance and academic performance. Data items collected on individual students will be developed at the discretion of the ADE.

With these increased resources, however, came the call for greater school accountability from various stakeholders including lawmakers, business leaders, educators, and parents. As a result, school Achievement Profiles were established as part of the accountability measures to determine a standard measurement of acceptable student progress and a school classification for each school in the state (Laws 2000, 44th Legislature, Fifth Special Session, Chapter 1). Many of the accountability measures established in Education 2000/Proposition 301 lacked long-term feasibility and needed to be strengthened with further legislation. This need provided the catalyst for A.R.S. §15-241 (ARIZONA LEARNS).

ARIZONA LEARNS

In 2002, the Legislature passed A.R.S. §15-241 (ARIZONA LEARNS). The passage of ARIZONA LEARNS fulfilled the promise of Education 2000/Proposition 301 by mandating a research-based method of evaluation to effectively measure school performance. Serving as the research-based method of school evaluation, the Achievement Profile is the cornerstone of Arizona's system of school accountability. The original Achievement Profile established in 2002 for elementary and secondary schools was used to determine a school classification that

designated each public school as one of the following: 1) *Excelling*; 2) *Improving*; 3) *Maintaining*; 4) *Underperforming*; and 5) *Failing to Meet Academic Standards*. The first public release of the Achievement Profile occurred on October 15, 2002.

ARIZONA LEARNS also identified data sets for gauging school performance. The 2002 Achievement Profile for elementary schools (i.e., kindergarten through eighth grades, or any combination of these grades) consisted of two academic indicators. The first and primary indicator on the elementary Achievement Profile was student performance on AIMS. AIMS student performance data were analyzed using a three-year rolling average in order to effectively measure student achievement trends rather than anomalies in AIMS data. Using AIMS results, the ADE computed the percentage of students who met or exceeded Arizona's Academic Standards.

The second academic indicator of the 2002 Achievement Profile for elementary schools was the Arizona Measure of Academic Progress (MAP). Using results from the Stanford 9 Achievement Test (SAT9), the ADE computed the percentage of students enrolled in a particular school for at least one academic year who had achieved one year of academic progress. MAP provided additional evidence during the 2002 Achievement Profile calculation.

Like the elementary school Achievement Profile, the first and primary indicator for the 2002 Achievement Profile for secondary schools was student performance on AIMS. Additionally, as mandated by A.R.S. §15-241, graduation and dropout rates served as indicators for the secondary school Achievement Profile.

The true benefit of ARIZONA LEARNS lies in the commitment to school improvement. A.R.S. §15-241 established a timeline and a set of associated consequences for schools designated as *Underperforming* or *Failing*. The consequences associated with these classifications include, but are not limited to the following:

- Development of a school improvement plan;
- Presentation of the school improvement plan to the public;

- Development and dissemination of written notice to each residence within the attendance area of the school; and
- Possible restructuring or alternate governance/operation of the school if the school is found to be negligent in the implementation of the school improvement process.

ARIZONA LEARNS also places responsibility on the ADE to assist schools during the improvement process. These responsibilities include, but are not limited to:

- Development and implementation of solutions teams designed to provide technical assistance to schools; and
- Disbursement of alternate tutoring monies as established by Proposition 301.

Despite the benefits associated with ARIZONA LEARNS, several problems plagued the statute, including what many stakeholders deemed as an unreasonable timeline for school improvement. Once again, the long-term feasibility of the state's school accountability system was threatened.

Putting the Pieces Together in 2003

In January 2003, under the leadership of Tom Horne, the newly elected Superintendent of Public Instruction, the ADE submitted House Bill 2277 amending A.R.S. §15-241. Passed by the Legislature and signed by Governor Janet Napolitano in May 2003, House Bill 2277 provides the following changes:

- 1) Schools that are designated as *Underperforming* for three consecutive years face the possibility of being classified as *Failing to Meet Academic Standards*. Before the passage of House Bill 2277, any school designated as *Underperforming* for two consecutive years was automatically classified as a school *Failing to Meet Academic Standards*, regardless of the findings of the mandatory site-review team. Under House Bill 2277, if a school remains *Underperforming* for three consecutive years, the ADE must visit the school and review its plan for improvement. Additionally, the school will be labeled *Failing to Meet Academic Standards*, unless an alternate classification is made. This delay benefits schools in two ways. First, it gives schools the opportunity to effectively implement the school

improvement plan and demonstrate progress. Second, it gives the ADE an opportunity to provide assistance to schools in need of improvement.

- 2) Modifications were made to the Achievement Profile classifications. With the passage of House Bill 2277, the ambiguous classifications of *Improving* and *Maintaining* are no longer applicable. The Achievement Profile will be used to determine a school classification that designates each public school as *Excelling*, *Highly Performing*, *Performing*, *Underperforming*, or *Failing to Meet Academic Standards*. These new classifications are designed to place greater focus and recognition on the positive achievement demonstrated by schools.
- 3) The ADE must establish an appeals process for school leaders to appeal data used to determine the Achievement Profile for schools. These criteria must be based on mitigating factors and may warrant a visit to the school by the ADE.
- 4) The ADE, based on need, will assign a solutions team to an *Underperforming* school or a school *Failing to Meet Academic Standards*. This provision furthers the ADE's goal to provide better service and increased resources to Arizona schools. The solutions team is comprised of master teachers, fiscal analysts, and curriculum assessment experts who are certified by the Arizona State Board of Education as Arizona Academic Standards Technicians. The ADE may hire or contract with administrators, principals, and teachers who have demonstrated experience with the specific characteristics of and situations which may occur in schools designated as *Failing to Meet Academic Standards*. The ADE may also use these personnel as part of the solutions team.
- 5) Students attending a school designated as *Underperforming* or *Failing to Meet Academic Standards* are to have access to alternative tutoring programs by certified providers.
- 6) If the Arizona State Board of Education has determined that a full or partial change in management of a school is necessary, the Arizona State Board of Education must meet with the school district governing board to determine the timeframe, operational considerations, and appropriate continuation of

existing improvements prior to the board making the determination to return management of the school to the school district.

- 7) House Bill 2277 removes the definition of an *Excelling* school from A.R.S. §15-241. The removal of the *Excelling* definition provides greater consistency in the state's accountability system by allowing the ADE the flexibility to determine the criteria required to designate *Excelling* schools.

In addition to the legislative amendments made to A.R.S. §15-241, under House Bill 2277, several methodological changes were submitted by the ADE and subsequently approved by the State Board of Education. Like the legislative amendments, these methodological changes serve to strengthen the principles of accuracy and fairness on which Arizona's system of school accountability is founded. Some of the methodological changes include, but are not limited to:

- The number of students applied in the Achievement Profile analysis (N-count) has increased to 30 students per subject/grade combination. The 2002 Achievement Profile model applied an N-count of 16 students per subject/grade combination.
- Students not enrolled for a full academic year (i.e., determined within the first ten days of school, lasting through the administration date of AIMS) in a particular school will not be included in the Achievement Profile analysis. Schools are now held responsible for only those students that the school has had the opportunity to teach. (The 2002 Achievement Profile model included these students in the analysis.)
- The value placed on MAP has increased significantly. Both MAP and AIMS are now the primary indicators on the elementary school Achievement Profile. MAP will benefit schools by providing additional points for the 2003 Achievement Profile. The greater emphasis placed on MAP in the Achievement Profile serves to benefit well-run schools located in low-income neighborhoods.

Furthermore, in recognizing that the current ARIZONA LEARNS model does not offer incentives for schools to increase the academic achievement of students who score at the

proficient level (i.e., *Meets the Standards*), the ADE is presently developing a methodology that will provide incentives to schools demonstrating an increase in the absolute academic achievement levels of average and above average students.

NO CHILD LEFT BEHIND ACT OF 2001

Several modifications made to Arizona's system of school accountability involved the incorporation of accountability requirements mandated by the No Child Left Behind Act of 2001 (NCLB). These modifications include, but are not limited to:

- Adequate Yearly Progress (AYP), as defined by NCLB, is incorporated into the elementary and secondary school Achievement Profile as an academic indicator. According to NCLB, a school makes AYP if the following conditions are met:
 - 1) The school must assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (i.e., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (AIMS);
 - 2) The school must meet the state's annual target percentage of students demonstrating proficiency in Arizona's Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics. Progress is to be made in a predetermined manner toward 100 percent student proficiency by the end of the 2013-2014 academic year;
 - 3) The school must meet the target attendance rate or demonstrate improvement (elementary schools only); and
 - 4) The school must meet the target graduation rate or demonstrate improvement (secondary schools only).
- AYP determinations will no longer be based on the Achievement Profile classification. According to the 2002 Achievement Profile model, a school designated as *Excelling*, *Improving*, or *Maintaining* was deemed to have made AYP. A school designated as *Underperforming*, however, was deemed to have *not* made AYP. Beginning in the

2002-2003 academic year, AYP determinations will be based on the requirements mandated by NCLB.

- Title I schools designated as *Underperforming* will not automatically be placed in federal school improvement. Instead, the ADE will follow the requirements mandated by NCLB, which stipulate that a Title I school must fail to make AYP for two consecutive years before being identified for federal school improvement. Under the 2002 Achievement Profile model, a Title I school that did not make AYP (based on a designation as *Underperforming* on the 2002 Achievement Profile) for the first time was automatically placed in federal school improvement.

The ADE will continue to review Arizona's system of school accountability in order to ensure that ARIZONA LEARNS provides a fair and accurate evaluation of school performance. Furthermore, the ADE will implement a strong system of school improvement that will provide schools the encouragement and support needed to help *all* students, regardless of condition or circumstance, reach their full potential.

**Guidance Regarding the Implementation
of A.R.S. §15-241 and Consequences for
Title I Schools Identified for Improvement
Under Arizona's No Child Left Behind Act
Accountability Plan for the 2003-2004
Academic Year**

**Tom Horne
Superintendent of Public Instruction**

July 21, 2003

INTRODUCTION

With the recent passage of House Bill 2277 amending A.R.S. §15-241 (AZ LEARNS), the Arizona Department of Education (ADE) will implement a comprehensive system of *purposeful school accountability*. Inherent within the accountability system established under AZ LEARNS is the ADE's intention to accurately and fairly measure the academic achievement level, including the ability to make adequate yearly progress (AYP) as prescribed by the No Child Left Behind Act of 2001 (NCLB), of all public elementary and secondary schools, including charters, served by the state of Arizona.

In emphasizing the concept of *purposeful school accountability*, the ADE fully acknowledges that a system of school accountability is only as strong as the system of school improvement that accompanies it. The ADE has made great strides in recent months developing and implementing a strong system of school improvement that includes technical assistance and increased resources and professional development opportunities that better serve our communities, our schools and, most importantly, our students.

Before discussing the consequences relating to schools, it is important to clarify the key elements of AZ LEARNS. The cornerstone of Arizona's accountability system established by A.R.S. §15-241 is the Achievement Profile. The Achievement Profile for elementary schools (i.e., K-8 or any combination of those grades) will consist of three academic indicators. The first indicator on the elementary Achievement Profile is student performance on Arizona's Instrument to Measure Standards (AIMS). AIMS student performance data will be analyzed using a three-year rolling average in order to effectively measure student achievement trends rather than anomalies. Using AIMS results, the ADE will compute the percentage of students who meet or exceed Arizona's Academic Standards. With systemic emphasis placed on increased academic achievement for all students, schools also receive credit for moving the lowest performing students (those scoring "Falls Far Below the Standards") to the next performance level ("Approaches the Standards"). Recognizing that the current AZ LEARNS model does not offer incentives for schools to increase the academic achievement of students that score at the proficient level (i.e., "Meets the Standards"), the ADE is presently developing a methodology that will provide incentives to schools demonstrating an increase in the absolute academic achievement levels of our average and above average students.

The second academic indicator on the elementary school Achievement Profile is an analysis of adequate yearly progress (AYP). According to NCLB, a school makes AYP if the following conditions are satisfied:

- The school must assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (e.g., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (AIMS);
- The school must meet the state's annual target percentage of students demonstrating proficiency in Arizona's Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics. Progress is to be made in a predetermined manner toward 100 percent student proficiency by 2013;
- The school must meet the target attendance rate or demonstrate improvement (elementary schools only); and
- The school must meet the target graduation rate or demonstrate improvement (secondary schools only).

The third academic indicator on the elementary school Achievement Profile is the Arizona Measure of Academic Progress (MAP). Using results from the Stanford 9 Achievement Test, the ADE will compute the percentage of students enrolled in a particular school for at least one academic year who have achieved one year of academic progress.

Note: AIMS and MAP are the primary indicators for the elementary school Achievement Profile.

Like the elementary school Achievement Profile, the first and primary academic indicator on the secondary school Achievement Profile is student performance on AIMS. The secondary school Achievement Profile will also incorporate AYP. It should be noted that unlike the AYP analysis for elementary schools, which utilizes attendance rate, the secondary school AYP analysis utilizes graduation rate. Additionally, as mandated by A.R.S. §15-241, graduation rate and dropout rate serve as indicators for the secondary school Achievement Profile.

The Achievement Profile for elementary and secondary schools will be used to determine a school classification that designates each public school as one of the following: 1) *Excelling*; 2) *Highly Performing*; 3) *Performing*; and 4) *Underperforming*. Public release of the elementary and secondary school Achievement Profiles will occur Wednesday, October 15, 2003. Schools designated as *Underperforming* will face immediate consequences.

SIGNIFICANT CHANGES FROM LAST YEAR'S GUIDANCE

There are several changes from last year's guidance. The most significant changes are as follows:

- Adequate yearly progress (AYP) determinations will no longer be based on the Achievement Profile classification. According to last year's guidance, a school designated as *Excelling*, *Improving*, or *Maintaining* was deemed to have made AYP. A school designated as *Underperforming*, however, was deemed to have *not* made AYP. Beginning in the 2002-2003 academic year, AYP determinations will be based on the requirements mandated by NCLB.
- Title I schools designated as *Underperforming* will not automatically be placed in federal school improvement. Instead, the ADE will follow the requirements mandated by NCLB, which stipulate that a Title I school must fail to make AYP for two consecutive years before being identified for federal school improvement.
- With the passage of House Bill 2277 submitted by the ADE, the ambiguous classifications of *Improving* and *Maintaining* are no longer applicable. The Achievement Profile will be used to determine a school classification that designates each public school as *Excelling*, *Highly Performing*, *Performing*, *Underperforming*, or *Failing to Meet Academic Standards*. These new classifications are designed to place greater focus and recognition on positive achievement demonstrated by schools.

Schools that are designated as *Underperforming* for three consecutive years face the possibility of being classified as *Failing to Meet Academic Standards*. Before the passage of House Bill 2277, which amended A.R.S. §15-241, any school designated as *Underperforming* for two consecutive years was classified as *Failing*. The one-year delay was requested by the ADE and approved by the legislature for two reasons. First, it gives schools the opportunity to effectively implement

the school improvement plan and demonstrate progress. Second, it gives the ADE the opportunity to provide assistance to schools in need of improvement.

- The greater emphasis placed on the Measure of Academic Progress (MAP) within the Achievement Profile will benefit well run schools located in low-income neighborhoods.
- There is new emphasis placed on the progress of average and above average students. In the past, focus has centered on just those students needing to reach proficiency.

SECTION I

Consequences Related to School Improvement

This section of the guidance details the responsibilities of districts and schools that fall into one or more of the following categories:

- 1) All elementary and secondary public schools, including Title I schools, designated as *Underperforming* for the first time according to the 2003 Achievement Profile;
- 2) All elementary and secondary public schools, including Title I schools, designated as *Underperforming* for the second consecutive year according to both the 2002 and 2003 Achievement Profiles;
- 3) Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1) or making AYP for one year after being identified for federal school improvement (Year 1)¹;
- 4) Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2); and
- 5) Title I schools failing to make AYP for four consecutive years and, therefore identified for federal corrective action.

Note: Non-Title I schools designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile will not have to complete the tasks detailed in the following subsections. Title I schools that are designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile and that made AYP or failed to make AYP for the first year will not have to complete the tasks detailed in the following subsections.

Subsection 1 All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile:

If an elementary or secondary public school is designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile, the following actions must be completed in order to fulfill the statutory requirements established by A.R.S. §15-241:

- 1) By November 15, 2003, the school district's governing board must provide written notification of the classification to each residence within the attendance area of the school. This written notification must include the date of the special public meeting to be held in each school that is designated as *Underperforming* as well as information regarding the school improvement plan process.
- 2) By January 15, 2004, the school district's governing board must complete the Arizona School Improvement Plan (ASIP) for the school, and submit a copy of the ASIP to the Superintendent of Public Instruction.
- 3) By January 15, 2004, charter holders must present the ASIP to the sponsor at a public meeting. *This provision applies only to public charter schools.*
- 4) By February 15, 2004, the school district's governing board must hold a special meeting in each school that has been designated as *Underperforming*. The purpose of this special public meeting is to present the school improvement plan. *This provision applies only to non-charter public schools.*

Note: A school designated as *Underperforming* that has not submitted an ASIP is not eligible to receive monies from the classroom site fund established by A.R.S. §15-977

for 90 days plus every day that an ASIP has not been received after January 15, 2004. In addition, the Arizona State Board of Education will require the superintendent of the school district to testify before the State Board of Education to explain the reasons that an ASIP has not been submitted.

Subsection 2 All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and the 2003 Achievement Profiles:

- 1) By November 15, 2003, the school district's governing board must provide written notification of the classification to each residence within the attendance area of the school. The notification must include information regarding the school improvement process.
- 2) The school must continue to implement the school improvement plan developed and submitted to the Superintendent of Public Instruction during the 2002-2003 academic year. If the school desires, revisions to the school improvement plan may be made based on 2003 assessment data and other relevant information. Revisions to the school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Subsection 3 Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1) for the 2003-2004 academic year. *Actions detailed in Subsection 3 also apply to Title I schools making AYP one year after being identified for federal school improvement (Year 1) during the 2002-2003 academic year:*

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) or corrective action will be publicly released on September 29, 2003. Both Title I schools identified for federal school improvement (Year 1) on that date and districts serving those schools, are required to complete the following actions:

- 1) The district must provide all students attending any Title I school in school improvement served by the district with the option to transfer to another school

within the district that has not been identified for federal school improvement. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 3, action step #2, page 8 of this document). It is expected that districts fulfill this obligation immediately following the dissemination of the written notification. When extending students and parents/legal guardians the option to transfer, the following issues must be addressed according to U.S. Department of Education guidance:

- ***Capacity.*** A district is required to provide the option of school transfer to all eligible students, subject to the health and safety code requirements pertaining to building capacity.
- ***Funding.*** If a student exercises the option to transfer to another school served by the district, the district has an obligation to provide or pay for the transportation to the new school. The district's obligation for choice related transportation and supplemental education services is equal to 20 percent of its Title I, Part A allocation. Within the 20 percent, a district/Local Education Agency (LEA) must spend: 1) an amount equal to five percent for transportation; 2) an amount equal to five percent for supplemental education services [pertaining to Title I schools in their second year of school improvement status]; and 3) an amount equal to 10 percent for transportation or supplemental education services or both. This obligation can be met through the use of Title I, Part A funds, or from funds transferred over to Title I from other programs by the district/LEA as stipulated by Title VI, Section 6123 of NCLB. It is important to note that while this 20 percent set-aside gives districts the option to spend 5-15 percent on transportation associated with school choice, nothing in the federal regulations prohibits a district from spending more for transportation.
- ***Priority for low achieving students from low-income families.*** Among those students who exercise the option to transfer, a district/LEA must give primary consideration to the lowest-achieving students from low-income families. These students have priority for school options provided under federal regulations and priority for transportation if funds are inadequate for that purpose.

- *Desegregation.* A district that is subject to a desegregation plan (voluntary, court ordered, or under an agreement with a federal or state administrative agency) is *not* exempt from choice requirements. In determining how to provide students with the option to transfer to another school, the district may take into account the mandates of the desegregation plan. If a desegregation plan prohibits the district from offering any transfer option, the district *should* secure appropriate modification(s) to the plan from the relevant agency to permit the option of school choice.
- *Magnet and Special Focus Schools.* Districts will not disregard entrance requirements based on academic or other skills for magnet schools or other special focus schools.

Note: When extending the option to transfer, districts must inform parents/legal guardians and students of Arizona’s open enrollment law (A.R.S. §15-816), which mandates that districts allow pupils to enroll in any school within the state. Parents/legal guardians may choose to enroll their child at any time (including post-identification) in another public school, provided there is space available in the desired school. It is important to note that districts are not responsible for the transportation of students who choose to attend a school not served by the district.

- 2) The district/school must provide written notification to the public informing them of the school’s placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the district and school will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. The notification should be sent in a timely manner after the school has received notice of being identified for federal school improvement (Year 1) to inform parents/legal guardians of the choice options. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.

- 3) Within 90 days of receiving notice of identification for school improvement (Year 1), each Title I school must develop or revise a two-year school improvement plan in consultation with parents/legal guardians, school staff, and district officials. A Title I school that made AYP previous to the 2002-2003 academic year, yet was identified for federal school improvement as a result of being designated as *Underperforming* on the 2002 Achievement Profile should already have developed and implemented such a plan (Part C of the ASIP). Revisions made to the school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan, must complete Section A (“Demographic Data”) and Section B (“Improvement Planning”) of the ASIP. Such a school must also complete those items in Section C (“Title I School Information”) of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by the school, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that is designated as *Underperforming* on the October 15, 2003 Achievement Profile and currently does not have a Title I school improvement plan, must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such a school, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement status. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation.
- 5) The district must review the school improvement plan using a peer review process within 45 days of receiving the improvement plan from the school.
- 6) A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 (“All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile”) beginning on page 5 of this document in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of this document in addition to the actions associated with being a school identified for school improvement (Year 1).

Subsection 4 Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2):

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) and corrective action will be publicly released on September 29, 2003. Schools identified for federal school improvement (Year 2) and the districts that serve them are required to complete the following actions:

- 1) The district must continue to provide all students attending any Title I school in school improvement served by that district with the option of transferring to another school within the district that has not been identified for federal school improvement or corrective action. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 4, action step #2, page 11 of this document). It is expected that districts fulfill this obligation immediately following the dissemination of the written notification. Please refer to action step #1 detailed in Subsection 3 "Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1)...[or] making AYP for one year after being identified for federal school improvement (Year 1)" on pages 6-7 of this document for requirements related to student transfer option.
- 2) The district/school must provide written notification to the public informing them of the school's placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the school and district will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. This notification should be sent in a timely manner after the school has received notice of being identified for federal school improvement (Year 2) to inform parents/legal guardians of the choice options and supplemental education services. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.

- 3) The school must continue to implement the school improvement plan. The school improvement plan should be reviewed and revised (if necessary) annually in consultation with parents/legal guardians, school staff, and district officials.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was not designated as *Underperforming*, but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan must complete Section A (“Demographic Data”) and Section B (“Improvement Planning”) of the ASIP. Such schools must also complete those items in Section C (“Title I School Information”) of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by such schools, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that is designated as *Underperforming* on the October 15, 2003 Achievement Profile that currently does not have a Title I school improvement plan must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such schools, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school

develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, and improving professional development and resource allocation.

- 5) The district must review newly developed/revise school improvement plans using a peer review process within 45 days of receiving the school improvement plan from the school.
- 6) The district must make supplemental education services available to eligible students (low-income students attending Title I schools identified for improvement served by the district). Parents/legal guardians of eligible students will be informed of these services through the written notification requirement (Subsection 4, action step #2, page 11). Districts are expected to fulfill this obligation immediately following the dissemination of the written notification. Supplemental education services may include assistance such as remediation, academic intervention, and tutoring. In addition, such services must take place outside the regular instructional day (e.g., after school, summer). A list of state approved supplemental education service providers may be obtained through the ADE's Web site at www.ade.az.gov. When providing supplemental education services to eligible students, the following issues must be addressed according to U.S. Department of Education guidance:
 - *The Role of Parents/Legal Guardians.* Parents/legal guardians choose the supplemental education services provider for their children among the providers approved by the state for their school district. Districts are required to provide parents/legal guardians with information on the availability of supplemental education services, the identity of approved service providers, and at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider within the area. In addition, parents/legal guardians, the district/LEA, and the provider must identify and develop specific academic achievement goals for the student, measures of student progress, and a timetable for improving the student's academic achievement.

- **Funding.** The district/LEA obligation for choice-related transportation and supplemental educational services is equal to 20 percent of its Title I, Part A allocation. Within the 20 percent, a LEA must spend: 1) an amount equal to five percent for transportation; 2) an amount equal to five percent for supplemental education services; and 3) an amount equal to 10 percent for transportation or supplemental education services or both. This obligation can be met through the use of Title I, Part A funds or from funds transferred over to Title I from other federal programs by the district as stipulated by Title VI, Section 6123 of NCLB. Districts may, at their own discretion, use funds reserved for supplemental education services for the transportation of students to and from approved providers.

- **Per-Pupil Spending Limit.** Districts are limited in how much they can spend to provide supplemental educational services for each eligible student. The limit is what they receive in Title I funding per low-income child or the cost of services themselves. The district/LEA must provide funding for supplemental education services for each participating child in an amount that is the lesser of the following: 1) the district's Title I, Part A allocation divided by the number of students from families below the poverty line in the school district; or 2) the actual cost of supplemental education services received by each eligible child. In circumstances where more students request services than the district/LEA can fund, the district/LEA will place priority on serving those low-income students who are the lowest achieving academically.

For additional information pertaining to supplemental educational services, please refer to www.ed.gov/offices/OESE/SASA/suppsvcsguid.pdf.

- 7) A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile, but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 ("All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile") beginning on page 5 of this document

in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was also designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of this document in addition to the actions associated with being a school in its second year of school improvement.

Subsection 5 Title I schools failing to make AYP for four consecutive years and, therefore identified for federal corrective action:

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) and corrective action will be publicly released on September 29, 2003. Schools identified for federal corrective action and the districts that serve them are required to complete the following actions:

- 1) The district must continue to provide all students attending any Title I school in school improvement served by the district with the option to transfer to another school within the district that has not been designated as *Underperforming* or identified for improvement. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 4, action step #2, page 11 of this document). It is expected that the district fulfill this obligation immediately following the dissemination of the written notification. Please refer to action step #1 detailed in Subsection 3 “Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1)...[or] making AYP one year after being identified for federal school improvement (Year 1)” on pages 6-7 of this document for requirements related to student transfer option.

- 2) The district must continue to make supplemental education services available to eligible students (low-income students attending Title I schools identified for improvement served by the district). Parents/legal guardians of eligible students will be informed of these services through the written notification requirement (Subsection 4, action step #2, page 11). Districts are expected to fulfill this obligation immediately following the dissemination of the written notification. Supplemental education services may include assistance such as remediation, academic intervention, and tutoring. In addition, such services must take place outside the regular instructional day (e.g., after school, summer, etc.). A list of state approved supplemental education service providers may be obtained through the ADE's Web site at www.ade.az.gov. Please refer to action step #6 detailed in Subsection 4 "Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2)" on pages 13-14 of this document for requirements related to supplemental services.
- 3) The school must continue to implement the school improvement plan. The school improvement plan should be reviewed and revised in consultation with parents/legal guardians, school staff, and district officials.

A Title I school identified for federal corrective action on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan must complete Section A ("Demographic Data") and Section B ("Improvement Planning") of the ASIP. Such a school must also complete those items in Section C ("Title I School Information") of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by the school, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal corrective action on September 29, 2003, that is also designated as *Underperforming* on the October 15, 2003 Achievement Profile and that currently does not have a Title I school improvement plan must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal corrective action on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such a school, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district/school must provide written notification to the public informing them of the school's placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the school and district will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. This notification should be sent in a timely manner after the school has received notice of being identified for federal corrective action to inform parents/legal guardians of the choice options and supplemental student services. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.
- 5) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation.

- 6) The district must complete *at least one* of the following corrective actions:
- Replace the school staff that are relevant to the failure to make AYP;
 - Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - Significantly decrease management authority at the school site;
 - Appoint an external expert to advise the school on its progress towards making AYP;
 - Extend the school year or length of the school day to facilitate an increase of instructional time; and/or
 - Restructure the internal organizational structure of the school.
- 7) A Title I school identified for federal corrective action on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile, but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 (“All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile”) beginning on page 5 of this document in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal corrective action on September 29, 2003, that was designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of

this document in addition to the actions associated with being a school in its second year of school improvement.

Note: A Title I school identified for federal corrective action that chooses to institute and implement a new curriculum in order to fulfill the corrective action requirement, must align the new curriculum with Arizona's content standards for reading and mathematics, which were recently articulated by grade level.

SECTION II

Quick Reference: Responsibilities

Scenario #1: Non-Title I schools designated as *Excelling, Highly Performing, or Performing* according to the October 15, 2003 Achievement Profile.

Responsibilities: None

Scenario #2: Non-Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the public meeting. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By January 15, 2004, complete Section A and Section B of the ASIP and submit the plan to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ☐ Implement the school improvement plan.

Scenario #3: Non-Title I schools designated as *Underperforming* for a second consecutive year according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ Continue to implement the school improvement plan. If a school desires, modifications to the school improvement plan can be made. Such modifications do not have to be submitted to the Superintendent of Public Instruction.

Scenario #4: Title I schools not identified for school improvement, corrective action, or restructuring before the 2003-2004 academic year that are designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile.

Responsibilities: None

Scenario #5: Title I schools not identified for federal school improvement, corrective action, or restructuring before the 2003-2004 academic year that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the public meeting. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By January 15, 2004, complete Section A and Section B of the ASIP and submit the plan to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, charter holder must present the school improvement plan to charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ☐ Implement the school improvement plan.

Scenario #6: Title I schools identified for federal school improvement (Year 1) on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ As soon as possible after receiving notice of status, provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option of transferring to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ By January 1, 2004, develop a school improvement plan. Complete Section A and Section C of the ASIP. In addition, provide any needed information not provided for in Section C that is required for Title I of NCLB (please refer to Appendix A). Title I schools that are identified for federal school improvement (Year 1) that are designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile do not have to submit the ASIP to the Superintendent of Public Instruction.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 1).
- ☐ The district must review the school improvement plan using a peer-review process within 45 days of receiving the school improvement plan from the school.
- ☐ Implement the school improvement plan.

Scenario #7: Title I schools identified for federal school improvement (Year 1) on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after notification of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by the NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status and the choice option in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option of transferring to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 1).
- ☐ Continue to implement the school improvement plan. Modifications/revisions to the school improvement plan are permitted. Please note that modifications/revisions do not have to be submitted to the Superintendent of Public Instruction

Scenario #8: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Scenario #9: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the special public meeting to present the school improvement plan. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Please note that Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile must also complete Section A and Section B of the ASIP and submit said sections to the Superintendent of Public Instruction. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.

Scenario #10: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Scenario #11: Title I schools identified for federal corrective action on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

Scenario # 12: Title I schools identified for federal corrective action on September 29, 2003, that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the special public meeting to present the school improvement plan. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Please note that Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile must also complete Section A and Section B of the ASIP and submit said sections to the Superintendent of Public Instruction. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.

Scenario # 12 Continued

- ❑ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ❑ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

Scenario #13: Title I schools identified for federal corrective action on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

SECTION III

Frequently Asked Questions

Question #1: According to the guidance, any school that has not submitted a school improvement plan is not eligible to receive monies from the classroom site fund established by A.R.S. §15-241 for every day that a school improvement plan has not been received by the Superintendent of Public Instruction within the time specified by law (no later than January 15, 2004) plus an additional 90 days. What is the classroom site fund?

Answer: Consisting of tax monies generated by Proposition 301, the classroom site fund is administered by the ADE. Monies distributed from the classroom site fund are intended for use at the school site. According to A.R.S. §15-241, each school district or charter school that receives classroom site fund monies must allocate:

- 40 percent of the monies for teacher compensation increases based on performance and employment related expenses;
- 20 percent of the monies for teacher base salary increases and employment related expenses; and
- 40 percent of the monies for maintenance and operation purposes (class size reduction, teacher compensation increases, AIMS intervention programs, teacher development, dropout prevention programs, and teacher liability insurance premiums).

Question #2: With the understanding that both A.R.S. §15-241 and NCLB contain a written notification requirement, is it possible to combine the two into one written notification. If so, what information needs to be included be in the document for it to satisfy both requirements?

Answer: Yes, districts serving Title I schools that have been identified for federal school improvement (Year 1 and Year 2) or corrective action on September 29, 2003, and are designated as *Underperforming* on the October 15, 2003

Achievement Profile may draft one written notification to the public in order to satisfy the requirements of both A.R.S. §15-241 and NCLB. This notice must be disseminated to all residents living within the attendance area of any school designated as *Underperforming* on the October 15, 2002 Achievement Profile. This notification may be disseminated to residents through Web sites, community newspapers, newsletters, or any combination of these media. This written notification must contain the following information:

- Information regarding any action taken or planned by the school and district/LEA to address the problems that led to the school's placement in school improvement status [NCLB].

This information must include: 1) an explanation of what the school is doing to address the problem of low academic achievement; 2) an explanation of what the district/LEA or ADE is doing to help the school address the problem of low academic achievement; and 3) opportunities for parental participation.

- Notice of the *Underperforming* designation on the October 15, 2003 Achievement Profile [A.R.S. §15-241].
- Information regarding the school improvement plan process [A.R.S. §15-241].

Information regarding the school improvement process may be included when describing measures taken to address low academic achievement.

- The date of the public meeting held at each school designated as *Underperforming* to present the school improvement process [A.R.S. §15-241].

Title I schools that have been identified for federal school improvement (Year 1 and Year 2) or corrective action must send written notification directly to the parents/legal guardians of students enrolled in such schools via mail or e-mail immediately upon identification for school improvement (Year 1 and

Year 2) or corrective action (September 29, 2003). This written notification must contain the following information:

- An explanation of what it means to be identified for school improvement and how the school compares in terms of academic achievement to other elementary and secondary schools served by the LEA and the state [NCLB].
- The reasons for being identified for school improvement [NCLB].
- An explanation of how parents/legal guardians can become involved in addressing the academic issues that led to the school being identified for school improvement [NCLB].
- The explanation of the parents'/legal guardians' option to transfer their child to another public school served by the district [NCLB].

This explanation of the option to transfer must include, at a minimum, information on the performance of the school(s) to which the child may transfer within the district/LEA.

This explanation of the option to transfer may include other information about the school(s) to which a child may transfer within the district/LEA including: 1) a description of any special academic programs; 2) the availability of before- and after-school programs; and 3) the professional qualifications of teachers in core academic subjects.

- If a school is identified for federal school improvement (Year 2), an explanation of how parents/legal guardians can obtain supplemental education services for their child [NCLB].

This explanation of supplemental education services must include the following: 1) the identity of approved providers of those services available within the LEA, including providers of technology-based or

distance learning supplemental education services, or providers that make services reasonably available in neighboring LEAs; and 2) a brief description of the services, qualifications, and demonstrated effectiveness of the providers.

- Information regarding any action taken or planned by the school and district to address the problems that led to the school's placement in federal school improvement status [NCLB].

This information must include: 1) an explanation of what the school is doing to address the problem of low academic achievement; 2) an explanation of what the district/LEA or ADE is doing to help the school address the problem of low academic achievement; and 3) opportunities for parental participation.

Question #3: What written notification requirements do non-Title I schools that are designated as *Underperforming* on the October 15, 2003 Achievement Profile have to complete?

Answer: Non-Title I schools designated as *Underperforming* on the October 15, 2003 Achievement profile must draft a written notification that includes the following:

- Notice of the *Underperforming* designation on the October 15, 2003 Achievement Profile;
- Information regarding the school improvement plan process; and
- The date of the public meeting held at each school that is designated as *Underperforming* according to the October 15, 2003 Achievement Profile. The school improvement plan developed by the school will be presented at this public meeting.

This written notification must be disseminated to each resident living within the attendance area of any school designated as *Underperforming*

according to the October 15, 2003 Achievement Profile. This notification may be disseminated through Web sites, community newspapers, newsletters, or any combination of these media.

Question #4: Has the ADE developed a notification template?

Answer: At this time, the ADE has not developed a notification template, nor does it have plans to develop one. Currently, the responsibility for notification lies solely on the schools and the districts.

Question #5: Districts serving Title I schools identified for school improvement must provide technical assistance to such schools. What is meant by technical assistance?

Answer: According to NCLB requirements, technical assistance must include the following: 1) assistance in analyzing data from the state assessment system to identify and address problems in instruction and problems, and to identify the responsibilities of the school and LEA in developing solutions to these problems; 2) assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective in addressing the specific instructional issues that caused the school to be placed in school improvement status; and 3) assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to activities most likely to increase student academic achievement and to remove the school from improvement status.

Question #6: According to this guidance, districts are required to review all school improvement plans submitted by Title I schools using a peer review process within 45 days of receiving the school improvement plan from the school. Has the method for this peer review process been defined/developed by the ADE?

Answer: No, the method for the peer review process is to be defined, developed, and documented by the district itself.

APPENDIX A

No Child Left Behind

School Improvement Plan (SIP) Components

To meet federal Title I requirements, the SIP must cover a two-year period and:

- 1) Incorporate strategies based on **scientifically-based research** that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes the Eleven Components of Comprehensive School Reform.
- 2) Adopt **policies and practices concerning the school's core academic subjects** that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the state's proficiency level of achievement on the state's academic assessment not later than 12 years after the end of the 2001-2002 school year.
- 3) Provide an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in improvement status, for the purpose of providing to teachers and principal(s) high quality **professional development** that:
 - directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement;
 - meets the requirements for professional development activities under section 1119; and
 - is provided in a manner that affords increased opportunity for participating in professional development activities.
- 4) Specify **how the funds described in Component 3 (above) will be used to remove the school from improvement status.**
- 5) Establish **specific annual, measurable objectives** for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress (AYP), meet the state's

proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.

- 6) Describe how the school will provide **written notice** about the identification to parents/legal guardians of each student enrolled in such school, in a format and, to the extent practicable, in a language they can understand.
- 7) Specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the **technical assistance** to be provided by the LEA.
- 8) Include strategies to promote effective parental involvement in the school.
- 9) Incorporate, as appropriate, activities **before school, after school, during the summer,** and during any extension of the school year.
- 10) Incorporate a **teacher-mentoring program**.

(Endnote)

¹ According to federal regulations, a Title I school identified for school improvement, corrective action, or restructuring can only be removed from such status after making AYP for two consecutive years. Therefore, a Title I school will maintain its status after making AYP for one year. If a Title I school makes AYP one year after being identified for school improvement, corrective action, or restructuring, yet fails to make AYP for a second consecutive year, the school will then be identified for the next level of consequence. For example, if a Title I school identified for school improvement (Year 1) makes AYP for the 2002-2003 academic year, the school will maintain school improvement (Year 1) status for the 2003-2004 academic year. If the same Title I school, however, fails to make AYP in 2003-2004, then it will be identified for school improvement (Year 2) for the 2004-2005 academic year.

Arizona Department of Education

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Adequate Yearly Progress (AYP) Appeals Process

Procedure and Timeline

PROCEDURE

The Adequate Yearly Progress (AYP) Appeals Process developed by the Arizona Department of Education (ADE) provides schools the opportunity to appeal 2002-2003 AYP determinations. In accordance with Title I, Section 1116 of the No Child Left Behind Act of 2001 (NCLB), the ADE will allow schools to appeal their respective AYP determinations for statistical and/or substantive reasons.

Step 1: Data Verification

The first step in completing the AYP Appeals Process requires *all* schools to review and verify all data in order to confirm accuracy.

To review data used to determine AYP, access the AZ LEARNS/Adequate Yearly Progress (NCLB) Application through the Common Logon located at the ADE's Web site at www.ade.az.gov and follow these steps:

1. Click on COMMON LOGON
2. Enter your USER NAME ACCOUNT and PASSWORD
3. Click CONTINUE
4. The Application Access Menu will provide you with a list of options; click on AZ LEARNS/Adequate Yearly Progress (NCLB)
5. All data must be reviewed and updated. Please follow the directions provided in the application. Please review the Instructions and Glossary before accessing these data.

If you experience any difficulties with the Logon or Password, please contact the ADE at enterprise@ade.az.gov. Technical problems should be directed to your District Technical Department or your local Regional Training Center.

Please keep in mind that charter schools with multiple sites must review data for each site. Any district/school/charter school that fails to complete the verification process will forfeit the right to appeal the AYP determination.

Step 2: Appeal Application

School principals/administrators appealing an AYP determination for statistical reasons must base their appeal on one or both of the following two circumstances:

- Secondary schools that did not meet the required 95 percent student participation rate (total student population and/or disaggregated student subgroups) on the state mandated assessments (AIMS) for reading and mathematics; and/or
- The inclusion of invalid assessment and/or other relevant data in calculations utilized for the AYP determination.¹

To initiate an appeal (based on statistical or substantive grounds) schools/principals must complete the following steps:

1. School principals/administrators choosing to appeal an AYP determination for statistical reasons must complete the AYP Appeal Application which can be accessed via the Common Logon during the specified timeframe (detailed on pages 3-4 of this document) in order to indicate the exact issue(s) of appeal.
2. The AYP Appeal Application can be accessed via the ADE's Web site at www.ade.az.gov by follow these steps:
 1. Click on COMMON LOGON
 2. Enter your USER NAME ACCOUNT and PASSWORD
 3. Click CONTINUE
 4. The Application Access Menu will provide you with a list of options; click on Adequate Yearly Progress (NCLB) Appeal

3. Any additional contact required during the appeals process must occur via e-mail. Please contact Research and Policy via the Achieve e-mail account at achieve@ade.az.gov. Please include the following information in all correspondence with the ADE:
 1. School name
 2. District name
 3. School CTDS and Entity ID
 4. District CTDS and Entity ID
 5. Contact Information (name, phone number, e-mail address)
 6. AYP appeal identification number
4. The ADE, if necessary, may request that a school principal/administrator provide additional information/evidence to assist in the appeals process. Only those requests for appeal that are provided during the specific timeframe will be included in the appeals process. Requests submitted after the specified timeframe will be excluded from the appeals process.

School principals/administrators choosing to appeal an AYP determination for a substantive reason(s) must clearly articulate the issue(s) they believe merits an appeal through the AYP Appeal Application. School principals/administrators must submit evidence that the issue(s) they believe merits an appeal directly resulted in a *significant* decrease in student academic achievement as demonstrated on AIMS and/or a decrease in student attendance during the administration of AIMS.

TIMELINE FOR PRIORITY TITLE I SCHOOLS

July – August, 2003	The ADE will begin to process AIMS data and other relevant data in order to calculate AYP determinations.
August 15, 2003 (Projected)	The ADE will provide schools with AIMS assessment data and other relevant data and calculations.

August 15, 2003 – August 27, 2003	AYP data verification application is open. Please note this application will close at 5:00 p.m. on August 27, 2003.
August 29, 2003	The ADE will submit preliminary AYP determinations to priority Title I schools (i.e., those schools that may be identified for federal school improvement [Years 1 and 2] or corrective action). These preliminary AYP determinations will be embargoed until the final AYP determinations for schools identified for federal school improvement (Years 1 and 2) or corrective action are released to the public on September 29, 2003.
August 29, 2003 – September 3, 2003	Priority Title I schools are given the opportunity to appeal the AYP determination for statistical or substantive reasons. Schools choosing to appeal the AYP determination must follow the procedure detailed on page 1 of this document. Please note the deadline to appeal is 5:00 p.m. on September 3, 2003.
September 4, 2003 – September 28, 2003	The ADE will process all appeals filed by the appeals deadline for priority Title I schools.
September 29, 2003	The ADE will release to the public the final AYP determinations for priority Title I schools (i.e., those identified for federal school improvement [Years 1 and 2] or corrective action).

TIMELINE FOR ALL REMAINING SCHOOLS

September 15, 2003	The ADE will submit preliminary AYP determinations to all schools (other than priority Title I schools). These preliminary AYP determinations will be embargoed until the final AYP determinations for priority schools are released to the public on October 15, 2003.
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September 15, 2003 – September 17, 2003	Schools receiving preliminary AYP calculations on September 15 are given the opportunity to appeal the AYP determination for statistical or substantive reasons. Schools choosing to appeal the AYP determination must follow the procedure detailed on page 1 of this document. Please note the deadline to appeal is 5:00 p.m. on September 17, 2003.
September 18, 2003 – October 9, 2003	The ADE will process all appeals filed by the appeal deadline for remaining schools (non-priority Title I schools and non Title I schools).
October 10, 2003	Schools will be notified about the final outcome of the appeals process.
October 15, 2003	The ADE will release to the public the final AYP determinations of all schools (other than priority Title I schools). The ADE will also release the Achievement Profile designations for each elementary and secondary school as mandated by A.R.S. §15-241 (AZ LEARNS).

(Endnote)

¹ It should be noted that *new schools* (schools that began operating during the 2002-2003 academic year) may not take advantage of the Safe Harbor Provision established by NCLB (see NCLB Overview document) due to the fact that the Safe Harbor Provision requires two consecutive years of assessment data. For the same reason, schools missing 2002 AIMS data and/or 2003 AIMS data may not take advantage of the Safe Harbor Provision for the grade/subject combination for which there is no data.

AZ LEARNS Achievement Profile Appeals Process

Procedure and Timeline

PROCEDURE

The cornerstone of Arizona's school accountability system (AZ LEARNS) is the Achievement Profile. The Achievement Profile is used to designate all public schools as *Excelling, Highly Performing, Performing, Underperforming, or Failing to Meet Academic Standards*. In accordance with A.R.S. §15-241, beginning with the October 15, 2003 Achievement Profile, school principals/administrators may appeal an Achievement Profile classification on behalf of the school(s) for which they are responsible.

Two circumstances exist that merit an appeal by a school principal/administrator of the Achievement Profile assigned to their school. The first is the determination that inaccurate assessment data or other relevant data/calculations were utilized in the computation of the Achievement Profile for the school. The second circumstance occurs when a school principal/administrator determines that the school has a substantive reason(s) to appeal an Achievement Profile designation.

Step 1: Data Verification/Data Appeal

The first step in completing the AZ LEARNS Appeals Process requires *all* schools to review and verify all data in order to confirm accuracy. School principals/administrators appealing their Achievement Profile designation based only on data issues, should complete Step 1. School principals/administrators choosing to appeal their Achievement Profile designation based on a substantive reason(s) should complete both Steps 1 and 2.

To review data used to determine AZ LEARNS Achievement Profile classifications, access the AZ LEARNS/Adequate Yearly Progress (NCLB) Application through the Common Logon located at the ADE's Web site at www.ade.az.gov and follow these steps:

1. Click on COMMON LOGON

2. Enter your USER NAME ACCOUNT and PASSWORD
3. Click CONTINUE
4. The Application Access Menu will provide you with a list of options; click on AZ LEARNS/Adequate Yearly Progress (NCLB)
5. All data must be reviewed and updated. Please follow the directions provided in the application. Please review the Instructions and Glossary before accessing these data.

If you experience any difficulties with the Logon or Password, please contact the ADE at enterprise@ade.az.gov. Technical problems should be directed to your District Technical Department or your local Regional Training Center.

Please keep in mind that charter schools with multiple sites must review data for each site. Any district/school/charter school that fails to complete the verification process will forfeit the right to appeal the AYP determination.

Requests for appeal must be completed during the specified timeframe (October 8, 2003, through October 13, 2003). The AZ LEARNS Appeal Application can be accessed via the

AZ LEARNS/Adequate Yearly Progress (NCLB) Application through the Common Logon located at the ADE's Web site at www.ade.az.gov and by following these steps:

1. Click on COMMON LOGON
2. Enter your USER NAME ACCOUNT and PASSWORD
3. Click CONTINUE
4. The Application Access Menu will provide you with a list of options; click on AZ LEARNS/Adequate Yearly Progress (NCLB)
5. Select AZ LEARNS Appeal application
6. Follow the directions provided to complete the application

Reasons for appeal may include, but are not limited to any discrepancies in data. Appeals must be submitted with information/evidence related to the appeal. Failure to provide required information, as requested, will result in the inability of the Research and Policy Unit to process an appeal.

Schools will receive a preliminary Achievement Profile Calculation prior to the public release of Achievement Profile designations on October 15, 2003. School principals/administrators must alert the ADE to any data discrepancies/inaccuracies by 5:00 p.m. on October 13, 2003. Schools that do not alert the ADE to data discrepancies/inaccuracies prior to this date will forfeit the right to appeal the Achievement Profile on grounds of inaccurate data/calculations at a later time.

The ADE, if necessary, may request that a school principal/administrator provide additional information/evidence to assist in the appeals process. Only those alerts regarding data issues that are submitted to the Achieve e-mail account at achieve@ade.az.gov during the specified timeframe (October 8, 2003, through October 13, 2003) will be included in the appeals process.

Any additional contact required during the appeals process must occur via e-mail. Please contact Research and Policy at the Achieve e-mail account at achieve@ade.az.gov. Please include the following information in all correspondence with the ADE:

1. School name
2. District name
3. School CTDS and Entity ID
4. District CTDS and Entity ID
5. Contact Information (name, phone number, e-mail address)
6. AZ LEARNS appeal identification number

Schools will be notified about the final outcome of the appeals process based on inaccurate assessment data or other relevant data/calculations by November 15, 2003. Appeals decisions made by the ADE and recommended to the Arizona State Board of Education are considered final upon the board's approval.

Step 2: Substantive Appeal Application

Achievement Profile classifications cannot be appealed based on formula disputes.

School principals/administrators choosing to appeal the Achievement Profile for a *substantive* reason(s), must clearly articulate the issue(s) they believe merits an appeal via the AZ LEARNS Appeal application.

The AZ LEARNS Appeal application can be accessed via the AZ LEARNS/Adequate Yearly Progress (NCLB) Application through the Common Logon located at the ADE's Web site at www.ade.az.gov and by following these steps:

1. Click on COMMON LOGON
2. Enter your USER NAME ACCOUNT and PASSWORD
3. Click CONTINUE
4. The Application Access Menu will provide you with a list of options; click on AZ LEARNS/Adequate Yearly Progress (NCLB)
5. Select AZ LEARNS Appeal application
6. Follow the directions provided to complete the application

The school principals/administrators must submit evidence that the issue(s) they believe merits an appeal directly resulted in a *significant* decrease in student academic achievement as demonstrated on AIMS and/or a decrease in student attendance during the administration of AIMS.

Schools choosing to appeal their Achievement Profile classifications for substantive reasons must complete the AZ LEARNS Appeal application during the specified timeframe (October 15, 2003, through October 20, 2003) in order to present the issue(s) of appeal and submit information/evidence related to the appeal.

The ADE, if necessary, may request that a school principal/administrator provide additional information/evidence to assist in the appeals process. Only those requests for appeal and any related information/evidence that are provided during the specified timeframe (October 15, 2003, through October 20, 2003) will be included in the appeals process. Requests and any

related information/evidence submitted after the specified timeframe will be excluded from the appeals process.

Any additional contact required during the appeals process must occur via e-mail. Please contact Research and Policy at the Achieve e-mail account at achieve@ade.az.gov. Please include the following information in all correspondence with the ADE:

1. School name
2. District name
3. School CTDS and Entity ID
4. District CTDS and Entity ID
5. Contact Information (name, phone number, e-mail address)
6. AZ LEARNS appeal identification number

Schools will be notified about the final outcome of their appeals based on substantive reasons by November 15, 2003. Appeals decisions made by the ADE and recommended to the Arizona State Board of Education are considered final upon the board's approval.

Please note that all schools designated as *Underperforming* on the October 15, 2003 Achievement Profile are required to provide written notification to each residence within the attendance area of the school informing them of the school's designation. Those schools that are designated as *Underperforming* that have initiated the appeals process may indicate that the school is, in fact, appealing the Achievement Profile classification.

TIMELINE

July – August 2003	The ADE will begin to process AIMS data and other relevant data in order to calculate the Achievement Profile.
August 15, 2003 (Projected)	The ADE will begin to submit AIMS data and other relevant data and calculations to schools. These data/ calculations will be embargoed until the specified release date stipulated by the ADE. This submission of data/calculations to schools effectively begins the data review and verification process (detailed on page 1 of this document). The data verification process provides each school the opportunity to confirm the accuracy of data/calculations.
August 15, 2003 – October 1, 2003	AZ LEARNS data verification application open. Please note this application closes at 5:00 p.m. on October 1, 2003.
October 8, 2003	The ADE will release preliminary AZ LEARNS Achievement Profile calculations to all schools.
October 8, 2003 – October 13, 2003	Schools must complete the appeals process for the Achievement Profile on grounds of inaccurate data/ calculations. Schools that do not alert the ADE to data discrepancies/inaccuracies prior to this date forfeit the right to appeal the Achievement Profile on grounds of inaccurate data/calculations during a later time. Please note the deadline to appeal is 5:00 p.m. on October 13, 2003.
October 15, 2003	Achievement Profiles are released to the public.

October 15, 2003 –
October 20, 2003

Schools appealing the Achievement Profile on substantive grounds must complete the AZ LEARNS application. Schools may be required to provide information/evidence to assist in the appeals process. Only those requests for appeal and any related information/evidence that are provided during this timeframe will be included in the appeals process. Please note the deadline to appeal is 5:00 p.m. on October 20, 2003.

October 21, 2003 –
November 13, 2003

The ADE will process all appeals filed by the appeals deadline.

November 15, 2003

Schools will be notified about the final outcome of the appeals by November 15, 2003.

Arizona Department of Education School Improvement Rubric Overview

The School Improvement Rubric is anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

Standard 1: School and District Leadership Capacity

Standard 2: Curriculum, Instruction, and Professional Development

Standard 3: Classroom and School Assessments

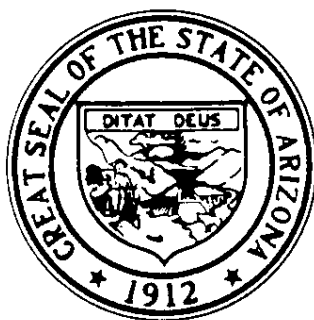
Standard 4: School Culture, Climate, and Communication

The School Improvement Rubric serves three primary functions:

- 1) As a *blueprint* to communicate the Arizona Superintendent of Public Instruction's high expectations for all Arizona schools.
- 2) As a *self-assessment tool* to be used by the educational community at the local level.
- 3) As an *external assessment tool* to be used by Arizona Department of Education School Improvement Teams.

ARIZONA DEPARTMENT OF EDUCATION

Research, Standards and Accountability



STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT

DRAFT

7/8/2003

Tom Horne, Superintendent of Public Instruction

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Operational Guidelines for STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT

The Arizona Department of Education (ADE) in collaboration with focus groups including Arizona educators, the North Central Association, and the Arizona Education Association developed the Standards and Rubrics for School Improvement.

This document is intended to help schools identify the strengths and limitations of their instructional practices and organizational conditions. All Arizona schools will use this document to assess their overall performance. The document serves three primary functions: 1) as a *blueprint* to communicate the high expectations of the Arizona Superintendent of Public Instruction for all Arizona schools; 2) as a *self-assessment tool* to be used by the educational community at the local level; and 3) as an *external assessment tool* to be used by ADE School Improvement Teams. This document may also be used in other appropriate external assessment activities. The document is *not* to be used for staff evaluation. Instead, the focus is placed on assessing the effectiveness of the school for the purpose of sustained improvement.

The Standards and Rubrics for School Improvement is anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

- Standard 1: School and District Leadership Capacity
- Standard 2: Curriculum, Instruction, and Professional Development
- Standard 3: Classroom and School Assessments
- Standard 4: School Culture, Climate, and Communication

Instructions for Using STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT

When a standards-based school engages in the process of assessing the strengths and weaknesses of its educational program, it is vital to begin with an open mind, making no assumptions. By drawing attention to the four different standards related to improving student achievement, this document can help ensure that the assessment is thorough. The conclusions drawn from examining these standards become the foundation for a solid school improvement plan.

In order to use this document effectively, there must be an orientation to its design. The document presents one of the standards at the top of each page. The standards are then further defined by one or more indicators. To the right of each indicator statement are four performance levels (rubric score points) that describe each indicator's level of development and/or implementation using the following score points and descriptions:

- | | | |
|---|------------------------------|---|
| 3 | Exceeds the Standard | (Exemplary level of development and/or implementation) |
| 2 | Meets the Standard | (Fully functioning and operational level of implementation) |
| 1 | Approaches the Standard | (Limited development and/or partial implementation) |
| 0 | Falls Far Below the Standard | (No evidence of development or implementation) |

The following steps are recommended for using this document:

1. Carefully read through each standard and its related indicators before beginning the review/evaluation process.
2. Begin your review/evaluation process by reading the description cited in Level 3 — *Exceeds* for each indicator. Under the heading *Suggested Evidence* there is a list of suggested sources of documentation to be examined. Consider the recommended evidence before determining whether this description accurately describes your school.
3. If you believe that there is insufficient evidence to support an *Exceeds* rating as described in Level 3, read the descriptions for Levels 2, 1, and 0 to determine which of these levels most accurately describes your school.
4. Select your rating for each indicator by shading or circling the appropriate box in the rubric that best illustrates the extent to which the research-based variable is reflected in the work of your school. You also may use the attached evaluation record to document your ratings for the indicators within each standard.
5. Keep in mind that this document has been designed to facilitate a detailed analysis of your school's instructional and organizational effectiveness. The more accurate the appraisal of the school's instructional and organizational practices, the more

effectively the school can strengthen the quality of its work on behalf of student learning.

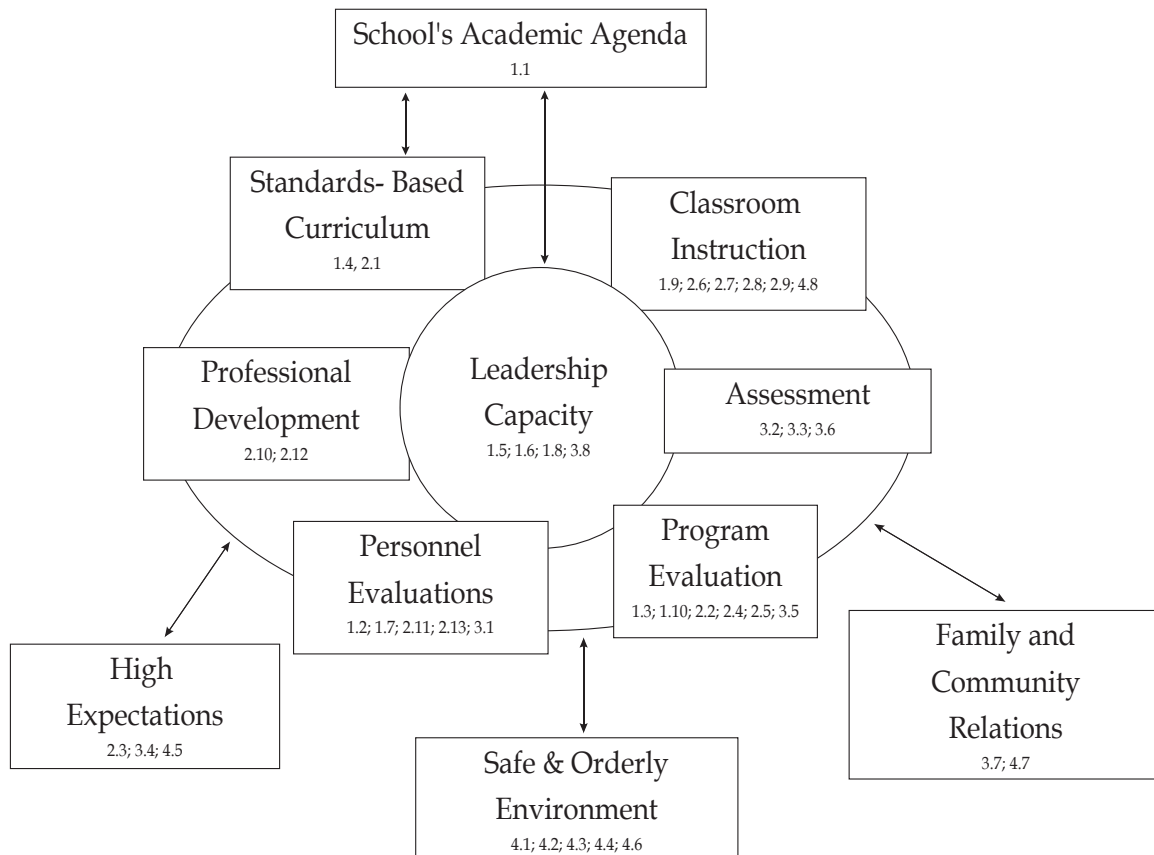
For this process to yield the most valid, reliable evaluation results, it is important to involve as many individuals on a campus as possible. There are many ways to accomplish this. The following are suggestions to solicit input from the majority of staff:

1. Begin by having the campus leadership team (e.g., principal, teacher leaders, district representatives, and other stakeholders) carefully read and study the document. As a team they use steps 1-5 (previously described). This process may require several meetings in order to reach consensus on the appropriate rating for each indicator, based on available evidence.
2. Next, one or two members of the leadership team lead a similar process with only one of the four standards and one quarter of the staff. The review/evaluation process is then accomplished with all four standards.
3. The leadership team or an appointed subcommittee then reconciles the team's evaluation with the small groups' evaluations. Synthesized evaluation results are compiled and a final report is completed.
4. The final report is presented to the entire staff for their review and comments. Feedback is considered for possible revisions/edits.

The revised report is used as the basis for examining the school's existing improvement plan. If needed, a new course for improvement is charted based on this evaluation.

GRAPHIC OVERVIEW OF SYSTEMIC SCHOOLWIDE IMPROVEMENT

In this model, indicators for all four standards in the Standards and Rubrics for School Improvement are cross-referenced with the elements and/or conditions necessary for sustained school improvement.



Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

Indicators

- 1.1 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared vision and mission.
- 1.2 All administrators have growth plans focused on the development of effective leadership skills.
- 1.3 District/school leadership uses disaggregated data as part of planning for diverse needs, communicates data analysis information to school staff, and systematically incorporates data into the school's planning process.
- 1.4 Leadership ensures that all instructional staff have access to appropriate curriculum and instructional materials and are provided with the training necessary to effectively use curricular and data resources relating to the Arizona Academic Standards.
- 1.5 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.
- 1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.
- 1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.
- 1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.
- 1.9 Teachers exhibit sufficient content knowledge to foster student learning.

- 1.10 Staff monitor and evaluate curriculum and instructional programs and make modifications as needed to ensure continuous school improvement.

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

Indicators

- 2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.
- 2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.
- 2.3 The curriculum expectations are communicated to all stakeholders.
- 2.4 The curriculum provides access to a common academic core for all students.
- 2.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/re-teaching.
- 2.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness.
- 2.7 Technology is integrated effectively into classroom instruction and used as a teacher productivity tool.
- 2.8 Use of differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) makes appropriate instruction available to all students.
- 2.9 A variety of scientifically research-based strategies focused on increasing student achievement are used effectively in classroom instruction.
- 2.10 The long-term professional growth of individual staff members is supported.

2.11 Teachers recognize and accept their professional role in student success and failure.

2.12 Professional development is continuous and job-embedded.

2.13 The district/school provides a clearly defined evaluation process.

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

Indicators

3.1 Multiple assessments and evaluation strategies are used appropriately.

3.2 The teacher assesses learning and communicates results to students, families, stakeholders, and other professionals with respect to students' abilities to meet the Arizona Academic Standards.

3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.

3.4 Students know what is required to meet/exceed the standards.

3.5 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.

3.6 The district/school outlines specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.

3.7 Teachers communicate regularly with families about individual student progress in meeting the Arizona Academic Standards.

3.8 District/school leadership coordinates implementation of the state-required assessment and accountability program.

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

Indicators

- 4.1 Plants and facilities support a safe and orderly environment conducive to student learning.
- 4.2 There is policy, leadership, and staff support for proactive school discipline procedures that enhance student learning.
- 4.3 There is leadership, staff, and community involvement in the development and implementation of safety and crisis plans.
- 4.4 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.
- 4.5 Student achievement is highly valued and publicly celebrated.
- 4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.
- 4.7 Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students.
- 4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.1 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared vision and mission.	A. The leadership collaborates with the school and business community at large in the development and revision of the mission and belief statements that support the identified vision.	A. The leadership involves the school community in the development and revision of mission and belief statements that support the identified vision.	A. The leadership provides for limited input, mainly from the teaching staff, in the development of the mission and belief statements that support the identified vision.	A. The leadership does not show evidence of input in the development of the mission and belief statements that support the identified vision.	<ul style="list-style-type: none"> • Copy of vision/mission statements • Evidence of inclusion from teacher and parent interviews • Principal provides evidence of focus on mission • Evidence available that mission and beliefs are considered in instructional planning • School-to-home communication
	B. The leadership communicates the mission and belief statements to staff, students, families, and stakeholders.	B. The leadership communicates the mission and belief statements to all staff and students of the school.	B. The leadership communicates the mission and belief statements to staff of the school.	B. The leadership does not show evidence that the mission and belief statements have been communicated to staff.	
	C. The leadership focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.	C. The leadership focuses the staff on implementing the mission and belief statements in instructional programs for improving academic achievement.	C. The leadership occasionally refers to the mission and belief statements when addressing the planning of instructional programs.	C. The leadership does not show evidence that the mission and belief statements are considered when planning instructional programs.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.2 All administrators have growth plans focused on the development of effective leadership skills.	A. The growth plans of all administrators focus on effective leadership skills designed to support student achievement. The growth plans are shared with appropriate stakeholders.	A. The growth plans of all administrators focus on effective leadership skills designed to support student achievement.	A. Administrators have growth plans, but plans only partially focus on leadership skills designed to promote student achievement.	A. Administrators' growth plans are not developed or are not focused on leadership skills designed to promote student achievement.	<ul style="list-style-type: none"> Administrators' professional growth plans Principal demonstrates how plans are reviewed and revised Principal demonstrates how growth plans are focused and activities selected Administrative evaluation instrument
	B. The growth plans are reviewed and revised biannually based on student achievement and consistently guide administrators in their selection of professional development activities.	B. The growth plans are reviewed and revised annually and consistently guide administrators in their selection of professional development activities.	B. The growth plans are reviewed, but limited attention is given to their relationship to improving student achievement, and/or they are not consistently used to guide administrators in their selection of professional development activities.	B. The growth plans are not regularly reviewed and revised, and/or are not used to guide administrators in their selection of professional development activities.	
	C. The administrative evaluation process is directly connected and aligned to the Arizona Administrator Standards.	C. The administrative evaluation process is connected to the Arizona Administrator Standards.	C. The administrative evaluation process shows little connection to the Arizona Administrator Standards.	C. The administrative evaluation process shows no connection to the Arizona Administrator Standards.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.3 District/school leadership uses disaggregated data as part of planning for diverse needs, communicates data analysis information to school staff, and systematically incorporates data into the school's planning process.	A. District/school leadership continuously analyzes available data comparing academic achievement with income level, race, and gender; information is shared with the community (e.g., school report card).	A. District/school leadership continuously analyzes available data comparing academic achievement with income level, race, and gender.	A. District/school leadership occasionally reviews data comparing academic achievement with income level, race, and gender.	A. District/school leadership does not analyze or review data comparing academic achievement with income level, race, and gender.	<ul style="list-style-type: none"> Principal documentation Verification through teacher interviews
	B. Analysis of disaggregated data for diverse populations is presented to school staff and stakeholders; data used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated data for diverse populations is presented to school staff; data used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated data is presented to staff infrequently and/or in a limited format.	B. Analysis of disaggregated data is not shared.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.4 Leadership ensures that all instructional staff have access to appropriate curriculum and instructional materials and are provided with the training necessary to effectively use curricular and data resources relating to the Arizona Academic Standards.	A. District/school leadership demonstrates extensive knowledge of the Arizona Academic Standards and the standards-based instructional process, and can provide extensive assistance and resources to staff in their use.	A. District/school leadership ensures that all teachers have access and are trained to implement the Arizona Academic Standards and the standards-based instructional process.	A. District/school leadership demonstrates knowledge of the Arizona Academic Standards, but does not have enough understanding of the standards-based instructional process to provide assistance and resources to staff. Staff members have limited access to the Arizona Academic Standards and related training.	A. District/school leadership is not informed about the Arizona Academic Standards and related curricular and data resources, and training is not provided to teachers.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.5 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	A. Leadership monitors the use of time and gives teachers feedback on effective use of instructional time.	A. Leadership supports and assists staff to protect time as a valuable resource in providing quality instruction.	A. Leadership expects staff to use time as an instructional resource, but time use is not monitored.	A. Leadership does not encourage staff to use time as an instructional resource.	<ul style="list-style-type: none"> School/staff schedules Evidence of planned time for collaboration Classroom observations Principal and teacher interviews
	B. Leadership encourages and assists all staff to use time to collaborate, research, plan, and reflect in order to enhance student learning.	B. Leadership encourages and assists staff to use time to collaborate and plan in order to support student learning.	B. Leadership encourages some staff to collaborate and plan in order to support student learning.	B. Leadership does not encourage staff to use time to collaborate and plan.	
	C. Leadership and staff consistently focus on increasing the efficient use of instructional time to maximize student learning.	C. Staff makes efficient use of instructional time to maximize student learning.	C. Time is used efficiently in some classes and not in others, and there is little evidence that the use of time is an issue that is discussed among staff.	C. Instructional time is consistently used ineffectively.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	A. District/school leadership allocates and reallocates resources (e.g., fiscal, human, physical, time) and finds additional resources as needed to support the mission, belief statements, and student learning in all areas.	A. District/school leadership allocates resources (e.g., fiscal, human, physical, time) to support the mission, belief statements, and student learning.	A. District/school leadership allocates adequate resources, but allocation does not always support the mission, belief statements, and/or student learning.	A. District/school leadership does not allocate adequate resources to support the mission, belief statements, and/or student learning.	<ul style="list-style-type: none"> Interviews with district and building leaders
	B. Leadership demonstrates managerial responsibility for budget monitoring and continuously seeks additional resources from outside sources (e.g., grants).	B. Leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks additional resources from outside sources (e.g., grants).	B. Leadership demonstrates limited managerial responsibility for budget monitoring, and does not seek additional resources from outside sources.	B. Leadership does not show evidence of managerial responsibility for budget monitoring.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	C. Leadership ensures that the building is appropriately and promptly maintained and provides a safe and equitable environment for both teachers and students.	C. Leadership works to ensure that the building is maintained and provides a safe and equitable environment for students.	C. Leadership monitors building maintenance but exercises only limited control.	C. Leadership shows limited awareness of building maintenance needs or projects.	
	D. The master schedule offers flexibility for all students to access any course/class. Information about all available classes is widely circulated and communicated to all students, families, and stakeholders.	D. The master schedule offers flexibility for all students to access any course/class.	D. The master schedule has flexibility; however, some students have limited access to some classes.	D. The master schedule establishes "tracks" for students that limit the available courses for many students.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	A. The school staff and all stakeholders recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.	A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.	A. The principal does not show evidence of instructional leadership and staff does not seek his/her input on instructional issues.	<ul style="list-style-type: none"> Principal, teacher, parent, and student interviews Principal provides evidence
	B. The principal engages students, staff, and other stakeholders in frequent conversations about student academic performance.	B. The principal leads staff in regular discussions about student academic performance.	B. The principal occasionally engages staff in discussions about student academic performance.	B. The principal rarely discusses student academic performance with staff.	
	C. Strategies to improve student academic performance are the focus of faculty meetings on a regular basis. Staff are encouraged to share research, instructional strategies, and learning experiences.	C. Strategies to improve student academic performance are often addressed at faculty meetings.	C. Strategies to improve student academic performance are mentioned at faculty meetings, but not in a focused, consistent manner.	C. Strategies to improve student academic performance are not addressed at faculty meetings.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	D. The principal regularly leads staff and other stakeholders in reviews of curriculum documents and assessment results. Implications for instructional planning are discussed.	D. The principal leads staff in curriculum review and discussion of assessment results.	D. The principal occasionally has staff review curriculum documents and assessment results.	D. The principal does not encourage staff to review curriculum documents and assessment results.	
	E. The principal is frequently a participant in classroom activities and provides input on the instructional strategies being used.	E. The principal is a frequent visitor in classrooms and provides input on the instructional strategies being used.	E. The principal visits the classrooms infrequently and/or offers little input about instructional strategies.	E. The principal visits the classrooms only for evaluation of professional staff.	
	F. The principal consistently provides a positive, supportive learning and working environment for both teachers and students.	F. The principal facilitates the creation of a positive learning environment for both teachers and students.	F. The principal attempts to create a positive learning environment for both teachers and students, but is not always successful.	F. The principal does not facilitate the creation of a positive learning environment for both teachers and students.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	G. The principal uses the teacher and staff evaluation processes to promote professional development and ensure both teacher quality and optimal educational opportunity for all students.	G. The principal consistently uses the teacher evaluation process to promote professional development and ensure teacher quality.	G. The principal is inconsistent in his/her use of the teacher and staff evaluation process to promote professional development and increased student achievement.	G. The principal does not focus the teacher and/or staff evaluations on the promotion of professional development and student achievement.	
	H. The principal ensures that the instructional and organizational systems are regularly monitored and modified as needed to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored and modified to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored on an inconsistent basis.	H. The principal does not ensure that the instructional and organizational systems are monitored.	
	I. The principal ensures that intensive or strategic intervention programs for diverse learners are developed and include adequate, improved curriculum, improved instruction, and expanded time.	I. The principal ensures that intensive or strategic intervention programs for diverse learners are developed.	I. The principal ensures that intervention programs are developed to increase student achievement, but they are not differentiated and/or sufficiently intensive to be effective.	I. The principal does not ensure that efforts are made to develop targeted, differentiated intervention programs to increase instructional intensity.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	A. There is an established, comprehensive budgeting process that addresses the use of fiscal resources, involves staff, and is communicated to relevant stakeholders.	A. There is an established budgeting process that involves staff for allocating and managing fiscal resources.	A. There is a budgeting process that addresses the use of fiscal resources, but staff is not involved.	A. There is little or no evidence of a comprehensive budgeting process that addresses the use of fiscal resources.	<ul style="list-style-type: none"> • Evidence available of data-based decision-making • Principal and teacher interviews • List of standing committees
	B. Appropriate data are included in the formalized process for budgeting decisions.	B. Appropriate data are consistently used in making budgeting decisions.	B. Appropriate data are sometimes used in making budgeting decisions, but their use is not ensured or consistent.	B. There is little evidence that appropriate data are considered in making budgeting decisions.	
	C. The district/school actively assists staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. The district/school has an accessible process for supporting staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. There is limited support for staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. There is no process to support staff in acquiring resources from external sources (e.g., grants, instructional materials).	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	D. The district adheres to a timetable to ensure that schools are provided funding allocations in a timely manner.	D. The district provides schools with funding allocations in a timely manner.	D. The district provides schools with funding allocations in an inconsistent manner.	D. The district does not provide funds to the school in a timely manner.	
	E. Expenditures of discretionary funds support the mission of the school, relate directly to an identified school need, and are regularly monitored to ensure continued effectiveness.	E. Expenditures of discretionary funds support the mission of the school and relate directly to an identified school need.	E. Expenditures of discretionary funds inconsistently support the mission of the school and/or relate to an identified school need.	E. There is no process to ensure that expenditures of discretionary funds support the mission of the school and/or relate to an identified school need.	
	F. Categorical funding from state and federal program resources is allocated to support specific student needs, and its allocation is regularly monitored to ensure continued effectiveness.	F. Categorical funding from state and federal program resources is allocated to support specific student needs.	F. The match of categorical funding from state and federal program resources to support specific student needs is inconsistent.	F. There is no formalized process for ensuring that categorical funding from state and federal program resources is allocated to best support specific student needs.	
	G. Expenditures from various sources are integrated, where possible, to maximize the effect on student achievement. Allocation is reviewed regularly.	G. Expenditures from various sources are integrated, where possible, in order to maximize the effect on student achievement.	G. Expenditures from various sources are inconsistently integrated.	G. There is no process in place to ensure that expenditures from various sources are integrated, where possible, to maximize the effect on student achievement.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.9 Teachers exhibit sufficient content knowledge to foster student learning.	A. All teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. A majority of teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. Some teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. Few, if any, teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	<ul style="list-style-type: none"> • Certification by content/grade level or documentation of expertise/ degree in content area and grade level, AND • Documentation of expertise in professional knowledge

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.10 Staff monitor and evaluate curriculum and instructional programs and make modifications as needed to ensure continuous school improvement.	A. The effectiveness of all programs is regularly monitored and evaluated, and modifications are made based upon evaluation results.	A. The effectiveness of all programs is regularly monitored and evaluated.	A. The effectiveness of all programs is not regularly monitored and evaluated.	A. Programs are not monitored and evaluated.	<ul style="list-style-type: none"> Evidence of ongoing evaluation of school improvement plan Principal and teacher interviews
	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance using a wide variety of data gathered in the evaluation process.	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance.	B. Instruction and organizational systems are inconsistently monitored and modified as needed to support student performance.	B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.	A. The Curriculum and Instructional Alignment Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE on time.	A. The Curriculum and Instructional Alignment Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE.	A. The Curriculum and Instructional Alignment Declaration has been signed by some of the required parties and submitted to ADE.	A. The Curriculum and Instructional Alignment Declaration has not been signed or submitted to ADE.	<ul style="list-style-type: none"> • Copy of Curriculum and Instructional Alignment Declaration • Curriculum scope and sequence
	B. Seven to nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are coded using the Arizona Academic Standards coding system at the concept and performance objective levels.	B. Three to six of the nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are coded using the Arizona Academic Standards coding system at the concept and performance objective levels.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates some alignment to the Arizona Academic Standards concepts and performance objectives.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates no alignment to the Arizona Academic Standards concepts and performance objectives.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each, and a reporting system is in place.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each.	C. Performance objectives in the scope and sequence have been broken down to include one cognitive task each.	C. Performance objectives in the scope and sequence have not been broken down to include cognitive tasks.	
	D. All scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Most scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Some scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Scope and sequence objectives are not age and developmentally appropriate at each grade level.	
	E. Scope and sequence demonstrates purposeful spiraling of content and skills throughout grade levels for seven to nine content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates the spiraling of content and/or skills throughout each grade level for three to six content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates some spiraling of content and/or skills in Reading, Writing, and Mathematics.	E. Scope and sequence does not demonstrate the spiraling of content or skills.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	A. The school curriculum is monitored, evaluated, and revised annually based on multiple factors (e.g., local curriculum, state standards, national standards, student performance on state assessment, student academic needs defined from other sources).	A. The school curriculum is monitored, evaluated, and revised every two years based on several factors including student achievement on the Arizona Academic Standards.	A. The school curriculum is occasionally monitored and revised.	A. The school curriculum is not monitored or revised.	<ul style="list-style-type: none"> Minutes from curriculum meetings Evidence that the curriculum is used (e.g., lesson plans, agenda/ minutes from curriculum meetings, curriculum maps, teacher observations)

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.3 The curriculum expectations are communicated to all stakeholders.	A. The school curriculum is communicated and disseminated to all staff, students, families, and major community representatives during the process of monitoring, evaluating, and review.	A. The school curriculum is communicated and disseminated to staff, students, families, and stakeholders during the process of monitoring, evaluating, and review.	A. The school curriculum is communicated and disseminated to instructional staff and students during the process of monitoring, evaluating, and review.	A. The school curriculum is not communicated or disseminated.	<ul style="list-style-type: none"> • Curriculum maps • Course syllabi samples • Grading policy • Newsletters • Documentation from curriculum open house

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.4 The curriculum provides access to a common academic core for all students.	A. The scope and sequence for grades K-3 Reading clearly defines and addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. (Elementary schools only)	A. The scope and sequence for grades K-3 Reading addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. (Elementary schools only)	A. The scope and sequence for grades K-3 Reading addresses some of the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. (Elementary schools only)	A. The scope and sequence for grades K-3 Reading does not address the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. (Elementary schools only)	<ul style="list-style-type: none"> • Scope and sequence (K-12) • Course description guide • Master course schedule
	B. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives. A variety of academic supports are used as appropriate. (Secondary schools only)	B. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives. (Secondary schools only)	B. Course offerings are sufficient for most students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives. (Secondary schools only)	B. Course offerings are insufficient for significant numbers of students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives. (Secondary schools only)	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/re-teaching.	A. Most instructional activities are aligned to instructional objectives and the Arizona Academic Standards.	A. A majority of instructional activities are aligned to instructional objectives and the Arizona Academic Standards.	A. Some instructional activities are aligned to instructional objectives and/or the Arizona Academic Standards.	A. Few, if any, instructional activities are aligned to instructional objectives or the Arizona Academic Standards.	<ul style="list-style-type: none"> • Random sample - teacher lesson plans • Observation • Teacher interviews • Classroom assessments • School-wide assessments
	B. Most teachers consistently use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. A majority of teachers consistently use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. Some teachers use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. Few, if any, teachers use formative assessment data to determine correct level of difficulty for individual or group instruction.	
	C. Most teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. A majority of teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. Some teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 Instructional planning links standards, formative assessment, instructional practice, summative assessment, and review/re-teaching.	D. All teachers consistently include review and re-teaching in instructional planning	D. A majority of teachers consistently include review and re-teaching in instructional planning.	D. Some teachers include review and re-teaching in instructional planning	D. Few, if any, teachers include review and re-teaching in instructional planning.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness.	A. Most instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. A majority of instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. Some instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. Few, if any, instructional materials are scientifically research-based and aligned with state standards and performance objectives.	<ul style="list-style-type: none"> • Approved list of resources and materials • Relationship to the Arizona Academic Standards • Criteria for materials selection • Teacher and media center director interviews • Evidence available that instructional materials and available resources are being used
	B. A balanced media center collection in a variety of formats supports and enriches the curriculum.	B. A balanced media center collection based on curriculum needs is available.	B. Limited instructional resources that are relevant, accurate, and current are provided in the media center.	B. Instructional resources to support the school's curriculum are not provided.	
	C. The media center provides a variety of materials that are developmentally appropriate, current, and meet the research and reading needs and interests of a diverse population.	C. The media center provides a variety of materials that are developmentally appropriate, current, and relevant to student needs.	C. The media center provides some print materials that are developmentally appropriate and meet some student needs.	C. There is no media center or library.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.7 Technology is integrated effectively into classroom instruction and used as a teacher productivity tool.	A. Teachers consistently incorporate technology as an integral part of instruction.	A. Teachers consistently incorporate technology in instruction.	A. Teachers occasionally incorporate technology in instruction.	A. Teachers rarely incorporate technology in instruction.	<ul style="list-style-type: none"> • Date analysis • Observation • Teacher interviews • Record keeping • Communication (e.g., e-mails)
	B. Most teachers use technology as a productivity tool for planning, record keeping, and communication.	B. A majority of teachers use technology as a productivity tool for planning, record keeping, and communication.	B. Some teachers use technology as a productivity tool for planning, record keeping, and communication.	B. Few, if any, teachers use technology as a productivity tool for planning, record keeping, and communication.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.8 Use of differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) makes appropriate instruction available to all students.	A. Most teachers consistently use pre-assessment as a basis for differentiation of instruction in all content areas.	A. A majority of teachers use pre-assessment as a basis for differentiation of instruction in Reading, Writing, and Mathematics.	A. Some teachers occasionally use pre-assessment as a basis for differentiation of instruction.	A. Few, if any teachers use pre-assessment as a basis for differentiation of instruction.	<ul style="list-style-type: none"> • Observation • Lesson plans
	B. Differentiation of instruction is observable in all classrooms.	B. Differentiation of instruction is observable in a majority of the classrooms.	B. Differentiation of instruction is observable in some classrooms.	B. Differentiation of instruction is observable in few, if any, classrooms.	
	C. Classroom observations indicate a well-planned blend of whole group, small group, and individual instruction.	C. Classroom observations indicate an adequate mix of whole group, small group, and individual instruction.	C. Classroom observations indicate occasional variation in grouping strategies.	C. Classroom observations indicate no variation in grouping strategies.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.8 Use of differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) makes appropriate instruction available to all students.	D. Most teachers consistently perform error analyses of their students' summative assessments and use the results as a basis for re-teaching all content areas.	D. A majority of teachers perform error analyses of their students' summative assessments and use the results as a basis for re-teaching in Reading, Writing, and Mathematics.	D. Some teachers occasionally perform error analyses of their students' summative assessments as a basis for re-teaching.	D. Few, if any, teachers perform error analyses of their students' summative assessments as a basis for re-teaching.	
	E. Targeted re-teaching of objectives is occurring in all content areas in most classrooms.	E. Targeted re-teaching of objectives is occurring in Reading, Writing, and Mathematics in a majority of classrooms.	E. Targeted re-teaching of objectives is occurring in some classrooms.	E. Targeted re-teaching of objectives is occurring in few, if any, classrooms.	

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Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.9 A variety of scientifically research-based strategies focused on increasing student achievement are used effectively in classroom instruction.	A. Classroom observations indicate targeted use of a wide variety of scientifically research-based instructional strategies.	A. Classroom observations indicate consistent use of several scientifically research-based instructional strategies.	A. Classroom observations indicate inconsistent use of scientifically research-based instructional strategies.	A. Classroom observations indicate no evidence of scientifically research-based instructional strategies.	<ul style="list-style-type: none"> • Observation • Lesson plans
	B. All students appear to be actively engaged in learning.	B. A majority of students appear to be actively engaged in learning.	B. Some students appear to be actively engaged in learning.	B. Few students appear to be actively engaged in learning.	
	C. All students have instructional opportunities to connect and apply their learning to real-life experiences.	C. All students have instructional opportunities to connect their learning to real-life experiences.	C. Some students have instructional opportunities to connect their learning to real-life experiences.	C. Students have few, if any, instructional opportunities to connect their learning to real-life experiences.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

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INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.10 The long-term professional growth of individual staff members is supported.	A. The district/school has developed a long-term plan for continuous support of professional growth needs. The plan is evaluated for effectiveness and revised as needed.	A. The district/school has developed a long-term plan for continuous support of professional growth needs.	A. The district/school has developed a plan for professional growth needs, but support is limited.	A. The district/school has not developed a plan for professional growth needs.	<ul style="list-style-type: none"> List of available trainings offered Records of attendance Needs assessment data District and site professional development plans
	B. The district/school regularly monitors and evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school regularly evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school occasionally evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school does not evaluate the professional development plan to provide evidence of its impact on teacher practice and student achievement.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

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INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.10 The long-term professional growth of individual staff members is supported.	C. Professional development plans correlate with both national standards and the Arizona Professional Teacher Standards.	C. Professional development plans correlate with the Arizona Professional Teacher Standards.	C. Professional development plans show some correlation with the Arizona Professional Teacher Standards.	C. Professional development plans show little or no correlation with the Arizona Professional Teacher Standards.	
	D. Professional development opportunities model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is supported.	D. Professional development opportunities model scientifically research-based teaching strategies to support student learning.	D. Professional development opportunities promote scientifically research-based teaching strategies.	D. Professional development opportunities do not promote scientifically research-based strategies.	

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INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.11 Teachers recognize and accept their professional role in student success and failure.	A. Most teachers consistently go beyond required professional development to enhance their teaching skills and as a result there is evidence of improved student achievement.	A. A majority of teachers consistently go beyond required professional development to enhance their teaching skills and as a result there is evidence of improved student achievement.	A. Some teachers go beyond required professional development to enhance their teaching skills and as a result there is some evidence of improved student achievement.	A. Few, if any, teachers go beyond required professional development to enhance their teaching skills and there is no evidence of improved student achievement.	<ul style="list-style-type: none"> Individual teacher professional development plans Teacher observation evaluation Peer observations Professional activity reports Evidence of improved student achievement
	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness. There are regularly scheduled times for individual and group reflection.	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. Some teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. Few, if any, teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.12 Professional development is continuous and job-embedded.	A. All teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. A majority of teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. Some teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. Teachers rarely participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	<ul style="list-style-type: none"> Documentation of continuous professional development activities District/school plan for professional development Master schedule Minutes or recap of teacher planning sessions Evaluation forms Observation forms Mentoring and coaching plans
	B. Professional development consistently (i.e., daily or weekly) provides time for colleagues to collaborate in order to evaluate resources, analyze data, and study research.	B. Professional development regularly (i.e., bi-weekly) provides time for colleagues to collaborate in order to review resources and study research.	B. Professional development opportunities occasionally (i.e., once per month) provide time to collaborate, but the focus is unclear.	B. Professional development does not provide time for collaboration.	
	C. Teachers who have expertise in content or pedagogy mentor other teachers on a regular basis.	C. Teachers who have expertise in content and pedagogy regularly share their experiences and knowledge with other teachers.	C. Teachers who have expertise in content or pedagogy occasionally share with other teachers.	C. Teachers who have expertise in content or pedagogy do not share with other teachers.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.13 The district/school provides a clearly defined evaluation process.	A. There are comprehensive, written policies and procedures regarding the evaluation of all personnel. The policies and procedures are reviewed regularly for possible revisions.	A. There are written policies and procedures regarding the evaluation of all personnel.	A. There are written policies regarding evaluation of personnel, but the procedures are not clearly defined.	A. There are no written policies regarding personnel evaluation, or they are incomplete or inappropriate.	<ul style="list-style-type: none"> • Staff evaluation manual and documents • Policy manual
	B. The evaluation process is directly connected to the goals for improving student learning. Specific areas for individual improvement are targeted.	B. The evaluation process is directly connected to the goals for improving student learning.	B. The evaluation process has some connections to the goals for student learning.	B. The evaluation process is not connected to the goals for student learning.	
	C. The evaluation process is directly connected and aligned to the Arizona and National Administrator or Professional Teacher Standards.	C. The evaluation process is connected to the Arizona Professional Teacher Standards.	C. The evaluation process has some connection to the Arizona Professional Teacher Standards.	C. The evaluation process has little or no connection to the Arizona Professional Teacher Standards.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.1 Multiple assessments and evaluation strategies are used appropriately.	A. Evaluation of student performance is based on multiple sources of summative assessment data (e.g., local criterion-referenced tests, performance assessments, classroom summative assessments, final projects, AIMS, Stanford Achievement Test) and includes self-evaluation and/or self-reflection.	A. Evaluation of student performance is based on multiple sources of summative assessment data (e.g., local criterion-referenced tests, performance assessments, classroom summative assessments, final projects, AIMS, Stanford Achievement Test).	A. Evaluation of student performance is based on similar sources of summative assessment data.	A. Evaluation of student performance is based on a single source of summative assessment data.	<ul style="list-style-type: none"> Classroom formative and summative assessments
	B. A combination of formative and summative classroom assessments is used systematically to inform instruction.	B. A combination of formative and summative classroom assessments is used to monitor student progress.	B. A combination of formative and summative classroom assessments is used.	B. A combination of formative and summative classroom assessments is not used.	
	C. Teachers routinely collaborate to design formative and summative assessments that are aligned to performance objectives and retain a consistent depth of knowledge.	C. Teachers routinely collaborate to design formative and summative assessments that are aligned to performance objectives.	C. Teachers occasionally collaborate to design formative and summative assessments.	C. Teachers do not collaborate to design formative and summative assessments.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.2 The teacher assesses learning and communicates results to students, families, stakeholders, and other professionals with respect to students' abilities to meet the Arizona Academic Standards.	A. The teacher uses multiple measures of formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.	A. The teacher uses a variety of formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.	A. The teacher uses a single type of summative assessment aligned to concepts and performance objectives.	A. The teacher does not use summative assessments that are aligned to concepts and performance objectives.	<ul style="list-style-type: none"> • Report cards • Class syllabus • Progress reports • Formative and summative assessments • Grade book
	B. The teacher maintains excellent records of student products and performance and uses both to guide instructional decisions.	B. The teacher maintains adequate records of student work and performance and uses both to guide instructional decisions.	B. The teacher maintains adequate records of student work or performance but does not use either to guide instructional decisions.	B. The teacher does not maintain adequate records of student work or performance to guide instructional decisions.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in seven to nine content areas, including Language Arts, Science, and Mathematics.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in three to six content areas, including Language Arts, Science, and Mathematics.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in Reading, Writing, and Mathematics.	A. Summative assessments and local criterion-referenced tests are not aligned in content and difficulty to the Arizona Academic Standards concepts or performance objectives.	<ul style="list-style-type: none"> • Summative assessments • Criterion-referenced tests • Performance assessments • School-wide assessments • Formative and summative assessments
	B. All summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Many summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Some summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Summative assessments and criterion-referenced tests are not coded using the Arizona Academic Standards coding system.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	C. Assessments of performance objectives targeted in the school improvement plan include five or more items per performance objective.	C. Assessments of performance objectives targeted in the school improvement plan include four items per performance objective.	C. Assessments of performance objectives targeted in the school improvement plan include two to three items per performance objective.	C. Assessments of performance objectives targeted in the school improvement plan include none or one item per performance objective.	
	D. All summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Most summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Some summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Summative assessments do not include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.4 Students know what is required to meet/exceed the standards.	A. Models of actual student performance (emplars) are used to clarify the task and to distinguish levels of performance. Strategies for improving performance are identified.	A. Models of actual student performance (emplars) are routinely used to clarify the task and distinguish levels of performance.	A. Models of actual student performance (emplars) are occasionally used to clarify the task, but the distinction between levels of performance is not clear.	A. Models of actual student performance (emplars) are not used to clarify the task or to distinguish levels of performance.	<ul style="list-style-type: none"> Sample rubrics Classroom observation
	B. Rubrics/scoring guides are developed by teachers and students collaboratively prior to the assignment or assessment and are posted or provided to families and stakeholders.	B. Rubrics/scoring guides are developed by teachers and shared with students prior to the assignment or assessment and are posted or provided to students, families, and stakeholders.	B. Rubrics/scoring guides are developed and used by teachers but seldom shared with students prior to the assignment or assessment.	B Rubrics/scoring guides are not shared with students prior to the assignment or assessment.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.4 Students know what is required to meet/exceed the standards.	C. The teacher engages students in a variety of self-assessment activities to identify areas for improvement and modify their performance. D. Students receive timely, meaningful feedback on their performances and use the feedback to strengthen their next performance.	C. The teacher engages students in self-assessment activities to identify areas for improvement.	C. The teacher promotes student self-assessment.	C. The teacher does not promote student self-assessment.	
		D. Students receive timely, meaningful feedback on their performances.	D. Students receive limited feedback on their performances.	D. Students receive no meaningful feedback on their performances.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.5 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.	A. The school staff and administrators routinely review test data disaggregated by gender, race, and economic level to identify curriculum gaps and modify instructional practices.	A. The school staff periodically reviews test data disaggregated by gender, race, and economic level to identify curriculum gaps and modify instructional practices.	A. The school staff occasionally reviews test data disaggregated by gender, race, and economic level.	A. The school staff does not review disaggregated test data.	<ul style="list-style-type: none"> Staff meeting minutes Grade or department-level meetings
	B. Test data are routinely analyzed and used to modify curriculum and/or instructional practices.	B. Test data are occasionally analyzed and used to modify curriculum and/or instructional practices.	B. Test data are analyzed, but analysis does not result in modifications to curriculum and/or instructional practices.	B. Test data are not analyzed.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.6 The district/school outlines specific steps for monitoring and reporting student progress in meeting the Arizona Academic Standards.	A. The school outlines specific steps for monitoring, evaluating, and reporting student progress with timelines and benchmarks.	A. The school outlines specific steps for monitoring and evaluating student progress.	A. The school provides some guidelines for monitoring and evaluating student progress.	A. The school does not provide guidance for monitoring and evaluating student progress.	<ul style="list-style-type: none"> District policy Student progress reports Report cards District criterion-referenced test reports
	B. Student progress reports are sent home frequently and provide information regarding how well the student is achieving on the F.A.M.E. scale <i>(Falls Far Below the Standard, Approaches the Standard, Meets the Standard, Exceeds the Standard)</i> for each Arizona concept/performance objective.	B. Student progress reports are sent home regularly and provide information regarding how well the student is achieving on each Arizona concept/performance objective.	B. Student progress reports are sent home but provide little or no information regarding how well the student is achieving on Arizona concept/performance objectives.	B. Student progress reports are not sent home.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.6 The district/school outlines specific steps for monitoring and reporting student progress in meeting the Arizona Academic Standards.	C. Diagnostic and criterion-referenced test results in non-AMS grade levels are regularly reported to students, families, and stakeholders.	C. Diagnostic or criterion-referenced test results in non-AMS grade levels are reported to students, families, and stakeholders.	C. Assessment results in non-AMS grade levels are periodically reported to students, families, and stakeholders.	C. Assessment results in non-AMS grade levels are not reported to students, families, or stakeholders.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.7 Teachers communicate regularly with families about individual student progress in meeting Arizona Academic Standards.	A. Teachers routinely initiate contact with families to discuss academic progress, strategies for improvement, or to commend students' successes.	A. Teachers initiate contact with families as needed to discuss academic progress and strategies for improvement.	A. Teachers occasionally contact families to discuss concerns with academic performance or behavior.	A. Teachers' communication with families is limited to progress reports and report cards.	<ul style="list-style-type: none"> • Teacher communication logs • Parent conferences

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.8 District/school leadership coordinates implementation of the state-required assessment and accountability program.	A. The district/school provides information to teachers, students, families, building personnel, and community members detailing the purposes and benefits of assessment and timelines.	A. The district/school provides information to teachers, students, families, building personnel, and community members detailing the purposes of assessment.	A. The district/school provides partial information about the assessment and accountability program.	A. The district/school does not provide details about the assessment and accountability program.	<ul style="list-style-type: none"> Sample communications regarding testing Documentation of planning meetings and training
	B. The district/school provides facilitated training to all instructional staff on assessment implementation (e.g., AIMS, Stanford Achievement Test).	B. The district/school provides training for teachers and administrators on assessment implementation (e.g., AIMS, Stanford Achievement Test).	B. The district/school provides training for administrators on assessment implementation.	B. The district/school does not provide training on assessment implementation.	
	C. The district/school shows evidence of operating according to clearly defined responsibilities, including ethics for district personnel, test coordinators, site administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school shows evidence of clearly defined responsibilities, including ethics for district personnel, site coordinators, teachers, administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school has defined responsibilities including ethics for district personnel and shows some evidence of timelines and implementation reviews that are in place.	C. The district/school has no defined responsibilities and no evidence of timelines or implementation reviews.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.1 Plants and facilities support a safe and orderly environment conducive to student learning.	A. Physical structures of the school provide an optimally safe, orderly, and equitable learning environment.	A. Physical structures of the school provide an adequately safe, orderly, and equitable learning environment.	A. Physical structures of the school generally provide a safe, orderly, and equitable learning environment; however, minor improvements are needed.	A. Physical structures of the school do not specifically address safe, orderly, or equitable learning environments and major improvements are needed.	<ul style="list-style-type: none"> • Facility audits • Evacuation plans • Disaster plans • ADA requirements • Staff survey • Culture audits • School opinion surveys
	B. Operational policies and procedures to keep disruptions to a minimum have been clearly developed.	B. Operational policies and procedures to keep disruptions to a minimum have been adequately developed.	B. Operational policies and procedures to keep disruptions to a minimum have been minimally developed.	B. Operational policies and procedures to keep disruptions to a minimum have not been developed.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.2 There is policy, leadership, and staff support for proactive school discipline procedures that enhance student learning.	A. Zero percent of students carried a weapon on school property.	A. One to four percent of students carried a weapon on school property.	A. Five to nine percent of students carried a weapon on school property.	A. Ten percent or more of students carried a weapon on school property.	<ul style="list-style-type: none"> • Discipline summary statistics • District/school discipline policies • Student/Parent Handbook • School safety and crisis plans • Board policy manual
	B. Zero percent of students were engaged in physical fights on school property.	B. One to four percent of students were engaged in physical fights on school property.	B. Five to nine percent of students were engaged in physical fights on school property.	B. Ten percent or more of students were engaged in physical fights on school property.	
	C. Zero percent of students were offered, sold, or given an illegal drug on school property.	C. One to four percent of students were offered, sold, or given an illegal drug on school property.	C. Five to nine percent of students were offered, sold, or given an illegal drug on school property.	C. Ten percent or more students were offered, sold, or given an illegal drug on school property.	
	D. District/school safety policies and procedures are based on research and reviewed annually to ensure a positive climate.	D. District/school safety policies and procedures are based on research and reviewed periodically to ensure a positive climate.	D. District/school safety policies or procedures were developed without research considerations and have not been reviewed.	D. District/school safety policies or procedures do not exist.	
	E. Discipline policies are equitably and consistently enforced.	E. Discipline policies are enforced.	E. Discipline policies are inconsistently enforced.	E. Discipline policies are not enforced.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.3 There is leadership, staff, and community involvement in the development and implementation of safety and crisis plans.	A. Comprehensive safety and crisis policies exist. The principal, staff, families, stakeholders, and outside experts were involved in developing the policies, and continue to monitor their effectiveness and make revisions as appropriate.	A. Complete safety and crisis policies exist. The principal, staff, families, stakeholders, and outside experts were involved in developing the policies.	A. Safety and crisis policies exist. The principal and staff were involved in developing the policies.	A. No safety and crisis policies exist or were developed only by district/school administration.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.4 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	A. The school has a plan in place and continues to meet its goals to improve student attendance, dropout rates, and graduation rates.	A. The school has a plan in place and there is progress toward meeting its goals to improve student attendance, dropout rates, and graduation rates.	A. The school has a minimal plan for improving student attendance, dropout rates, and graduation rates.	A. The school has no plan for improving student attendance, dropout rates, and graduation rates.	<ul style="list-style-type: none"> • Student assistance strategies and interventions plan • 45-day screening • Behavior plans or contracts
	B. There is an extensive pool of adult mentors and advocates who meet with students regularly based on the academic and social needs of the students.	B. There is an adequate number of adult mentors or advocates who meet with students regularly.	B. Adult mentors or advocates are available to students on an irregular or inconsistent basis.	B. Adult mentors or advocates are not available to students.	
	C. The school regularly and systematically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	C. The school periodically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	C. The school occasionally facilitates the early identification of students with problems or antisocial behavior.	C. The school rarely or never facilitates the early identification of students with problems or antisocial behavior.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.5 Student achievement is highly valued and publicly celebrated.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal and informal recognition.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal recognition.	A. The school recognition plan has been minimally developed to acknowledge and honor academic successes.	A. The school has not developed a recognition plan to acknowledge and honor academic successes.	<ul style="list-style-type: none"> • Site Council policy manual • Observation of school facility (e.g., displays of student work, evidence of assemblies). • Newsletters • Surveys of student attitudes, displays of student awards, list of students honored
	B. The school has mechanisms in place to acknowledge and honor demonstration of all types of pro-social competencies (e.g., helpfulness, good citizenship, volunteerism, cessation of negative behavior).	B. The school has mechanisms in place to acknowledge and honor demonstration of some types of pro-social competencies (e.g., helpfulness, good citizenship, volunteerism, cessation of negative behavior).	B. The school has few mechanisms in place to acknowledge and honor demonstration of pro-social competencies.	B. The school does not have mechanisms in place to acknowledge and honor demonstration of pro-social competencies.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.	A. The school has policies and funding in place for providing and maintaining a prevention program. The program is demonstrating success at redirecting conflict and high-risk behavior.	A. The school has a prevention program in place and adequate funding to maintain it. The program is demonstrating some success.	A. The school has a prevention program in place and some funding to maintain it.	A. The school has no prevention program in place.	
	B. The school community has data and information to demonstrate long-term success of their program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has a program in place for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has a limited program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has no program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.	C. All members of the school community (e.g., students, families, stakeholders, staff) support a school norm that consistently does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. A majority of members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. Some members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. Few, if any members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.7 Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students.	A. Programs that promote contact between teachers and families regarding student learning are developed and implemented. Families are consistently involved in developing or coordinating these efforts.	A. Programs that promote contact between teachers and families regarding student learning are developed and implemented.	A. Programs that promote contact between teachers and families regarding student learning are developed but not always implemented.	A. Programs that promote contact between teachers and families regarding student learning do not exist.	<ul style="list-style-type: none"> Records of teacher/parent contact Records of parent/teacher conferences Report cards
	B. The school provides programs (e.g., open house, curriculum fair) for families to experience instructional and curricular programs in six to nine subject areas.	B. The school provides programs (e.g., open house, curriculum fair) for families to become aware of curricular programs in three to five subject areas.	B. The school rarely provides programs for families, and programs are usually limited to one or two areas (e.g., band concert, science fair).	B. The school does not provide programs for families.	
	C. The school works with students, families, and the community to facilitate school transitions in a systematic and planned manner.	C. The school works with students, families, and the community to facilitate school transitions in a planned manner.	C. The school works with students in an irregular and unorganized manner to facilitate school transitions.	C. The school does not work with students or families to facilitate school transitions.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.	A. All special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) collaborate with classroom teachers to promote student achievement.	A. Most special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) collaborate with classroom teachers regarding student achievement.	A. Special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) seldom collaborate with classroom teachers.	A. Special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) do not collaborate with classroom teachers.	
	B. Supporting programs (e.g., Title I) are continuously assessed and refined to meet the needs of the students.	B. Supporting programs (e.g., Title I) are assessed and refined to meet the needs of the students.	B. Supporting programs (e.g., Title I) are assessed but seldom refined to meet the needs of the students.	B. Supporting programs are not assessed and refined to meet the needs of the students.	
	C. There is continuous and formalized collaboration among various programs (e.g., Title I, school guidance) to enhance the delivery of services that promote student achievement.	C. There is documented collaboration among various programs (e.g., Title I, school guidance) to enhance the delivery of services that promote student achievement.	C. There is some documented collaboration among various programs to enhance the delivery of services that promote student achievement.	C. There is no collaboration among programs to enhance the delivery of services that promote student achievement.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.	D. The district/school has written policies and processes that coordinate with community agencies to identify and refer students to health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has written policies and processes to refer students for health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has limited procedures to refer students for health, counseling, and social services, or the procedures are not clearly communicated.	D. The district/school has no process to refer students for health, counseling, and social services.	
	E. The school provides intensive intervention strategies for those students who are identified as <i>Falls Far Below</i> or <i>Approaches</i> in Reading, Mathematics, or Writing.	E. The school provides intensive intervention strategies for those students who are identified as <i>Falls Far Below</i> in Reading, Mathematics, or Writing.	E. The school provides an after-school tutoring program for students who are failing their courses.	E. The school does not provide intervention for students who need further academic help.	

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GLOSSARY

Curriculum: an organized plan of instruction (scope and sequence) that engages students in learning the standards, concepts, and performance objectives identified at the state and local level.

Curriculum Alignment: The directness of the link among the concepts and performance objectives of the Arizona Content Standards with the local curriculum, assessment, instruction, and reporting structures. Alignment can be measured in terms of:

- **Categorical Concurrence:** This criterion between standards and assessment is met if the same or consistent categories of content appear in both documents (Webb, Horton, & O'Neal, 2002).
- **Depth of Knowledge Consistency:** This criterion between standards and assessment is met if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards.
- **Level of Difficulty or Level of Sophistication:** The degree to which the performance objective or concept is measured cognitively (Webb, Horton, & O'Neal, 2002).

Comprehensive Assessment System: All of the means, taken collectively, to gather information about student performance. Data from these various sources are analyzed and become the basis for decisions about programs, practices, and allocation of resources.

Formative Assessments: Ongoing assessment used to modify and improve instruction while it is in progress (e.g., informal observation, quizzes, homework, worksheets, daily assignments, and activities).

Researched-based Assessment: Assessment follows item writing rules (Haladyna, 2001); test shows validity and reliability.

Spiraling: Intentional repetition of content or skills, each time at a higher level of difficulty or complexity.

Standards-based system: Curriculum, instruction, materials, assessment, and reporting are all aimed at the same target — helping students achieve the defined standards.

Summative Assessments: Assessments used to judge the success of instruction at its completion (e.g., formal tests, final exams, final projects, term papers, etc.). The information is often used in determining a grade, placement, or promotion.

Frequently Asked Questions and Answers About the No Child Left Behind Act of 2001¹

(Accountability Provisions: Title I, Part A)

ASSESSMENT

On what subjects are students tested and when?

By the 2005–2006 school year, No Child Left Behind Act of 2001 (NCLB) requires each state to measure every child’s progress in reading and mathematics every year in grades 3-8 and at least once during grades 10-12. In the meantime, each state must meet the requirements of the previous law reauthorizing the Elementary and Secondary Education Act (ESEA), the Improving America’s Schools Act of 1994, for assessments in reading and mathematics at three grade spans (3-5; 6-9; and 10-12). By school year 2007-2008, states must also have in place science assessments to be administered at least once during grades 3-5; grades 6-9; and grades 10-12. Further, states must ensure that districts administer tests of English proficiency — measuring oral language, reading, and writing skills in English — to all limited English proficient students as of the 2002-2003 school year.

Students may still undergo state assessments in other subject areas (e.g., history, geography, writing skills), if and when the state requires it. NCLB, however, requires assessments only in the areas of reading/language arts, mathematics, and science.

Do tests measure the progress of schools?

Annual state assessments required under NCLB produce data on student performance at individual schools; this information is used to gauge whether every school is meeting the state’s standard of adequate yearly progress (AYP) [see below for explanation of AYP]. Parents/legal guardians can check progress made in improving student performance at their child’s school by checking the annual district report card. If their school is *not* making AYP and has been identified as needing improvement, corrective action, or restructuring, NCLB requires that districts notify parents/legal guardians and offer options.

How is testing handled for students with disabilities?

NCLB requires that all students be assessed. In order to show AYP, schools must test at least 95 percent of the various subgroups of students, including students with disabilities and those with limited English proficiency. States must provide reasonable accommodations for students with disabilities or limited English proficiency.

How is testing handled for English language learners?

For English language learners, accommodations may include native-language versions of the assessment; however, in the area of reading and language arts, students who have been in U.S. schools for three consecutive years will be assessed in English.

ADEQUATE YEARLY PROGRESS (AYP) & SCHOOL IMPROVEMENT

What is Adequate Yearly Progress (AYP)?

NCLB requires each state to define adequate yearly progress (AYP) for districts and schools, within the parameters set by Title I. In defining AYP, each state sets the minimum levels of improvement—measurable in terms of student performance—that districts and schools must achieve within time frames specified in the law. In general, each state begins by setting a “starting point” that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the bar—or level of student achievement—that a school must attain after two years in order to continue to show AYP. Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading/language arts and mathematics.

What is required for a school to meet AYP in Arizona?

In all states including Arizona, schools must assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (i.e., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (e.g., Arizona’s Instrument to Measure Standards [AIMS]).

In Arizona specifically, a school makes AYP if the following conditions are satisfied:

- Meeting the state’s annual target percentage of students demonstrating proficiency in Arizona’s Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics;
- Meeting the target attendance rate or demonstrate improvement (elementary schools only); and
- Meeting the target graduation rate or demonstrate improvement (secondary schools only).

What if a school does not improve?

States and local school districts will aid schools that receive Title I funds in making meaningful changes that will improve their performance. In the meantime, districts will offer parents/legal guardians options for students in low-performing schools, including extra help to students from low-income families.

NCLB lays out an action plan and timetable for steps to be taken when a Title I school fails to improve, as follows:

- A Title I school that has not made AYP, as defined by the state, for two consecutive school years will be identified by the district before the beginning of the next school year as *needing improvement*. School officials will develop a two-year plan to turn the school around. The local education agency (LEA) will ensure that the school receives needed technical assistance as it develops and implements its improvement plan. Students must be offered the option of transferring to another public school in the district – which may include a public charter school – that has not been identified as needing school improvement.
- If the school does not make AYP for three years, the school remains in school improvement status, and the district must continue to offer public school choice to all students. In addition, students from low-income families are eligible to receive supplemental educational services, such as tutoring or remedial classes, from a state-approved provider.

- If the school fails to make adequate progress for four years, the district must implement certain *corrective actions* to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice and supplemental educational services for low-income students.
- If a school fails to make adequate yearly progress for a fifth year, the school district must initiate plans for *restructuring* the school. This may include reopening the school as a charter school, replacing all or most of the school staff, or turning over school operations either to the state or to a private company with a demonstrated record of effectiveness.

In addition, the law requires states to identify for improvement those local education agencies that fail to make AYP for two consecutive years or longer and to institute corrective actions.

When are students eligible for public school choice?

Students are eligible for school choice when the Title I school they attend has not made AYP in improving student achievement—as defined by the state—for two consecutive years or longer and is therefore identified as needing improvement, corrective action, or restructuring. Any student attending such a school must be offered the option of transferring to a public school in the district—including a public charter school—not identified for school improvement, unless such an option is prohibited by state law. NCLB requires that priority in providing school choice be given to the lowest achieving students from low-income families. As of the 2002-2003 school year, school choice is available to students enrolled in schools that have been identified as needing improvement under the ESEA as the statute existed prior to the enactment of NCLB.

In addition, students are eligible for school choice when they attend any “persistently dangerous school,” as defined by the individual state. Any student who has been the victim of a violent crime on the grounds of his or her school is also eligible for school choice.

Do public school choice options include only schools in the same district?

There may be situations where students in Title I schools have school options outside their own district. For instance, a school district may choose to enter into a cooperative agreement with another district that would allow their students to transfer into the other district’s

schools. In fact, the law requires that a district try “to the extent practicable” to establish such an agreement in the event that all of its schools have been identified as needing improvement, corrective action, or restructuring.

Is transportation available for students whose parents exercise their right to attend another school?

Subject to a funding cap established in the statute, districts must provide transportation for all students who exercise their school choice option under Title I. They must give priority to the lowest-achieving students from low-income families.

What are supplemental educational services?

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for AYP for three or more years. These services may include tutoring and after-school services. They may be offered through public- or private-sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies, and faith-based organizations. Private-sector providers may be either nonprofit or for-profit entities. States must maintain a list of approved providers across the state organized by the school district or districts they serve, from which parents may select. States must also promote maximum participation by supplemental educational service providers to ensure that parents have as many choices as possible.

When are students eligible for supplemental educational services?

Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental educational services.

How are supplemental educational service providers held accountable?

States must develop and apply objective criteria for evaluating providers and monitor the quality of services that they offer. In addition, supplemental service providers must give to parents/legal guardians, as well as to the school, information on their children’s progress.

How are schools identified as needing improvement in Arizona?

Under ARIZONA LEARNS (A.R.S. §15-241), the state has developed a comprehensive approach toward the school improvement system to ensure that all students reach their full potential.

This system employs Achievement Profiles as a way of telling school administrators, teachers, parents/legal guardians, and the public how a school has performed against statewide trends, where a school needs help, and by how much it should progress in order to meet or exceed new growth benchmarks.

How do Arizona's school Achievement Profiles work under the current state law?

Schools are measured against themselves over a three-year period and against the direction all Arizona schools moved. The results are reported in an Achievement Profile. One of four school classifications is assigned based on the Achievement Profile: *Excelling*, *Highly Performing*, *Performing*, or *Underperforming*.

DATA COLLECTION & REPORTING

What are state report cards?

Each state must produce and disseminate annual report cards that provide information on student achievement in the state – both overall and broken out according to the same subgroups as those appearing on the district report cards listed above. State report cards include:

- State assessment results by performance level, including: (1) two-year trend data for each subject and grade tested; and (2) a comparison between annual objectives and actual performance for each student group.
- Percentage of each group of students not tested.
- Graduation rates for secondary school students and any other student achievement indicators that the state chooses.
- Performance of school districts on AYP measures, including the number and names of schools identified as needing improvement.
- Professional qualifications of teachers in the state, including the percentage of teachers in the classroom with only emergency or provisional credentials and the

percentage of classes in the state that are not taught by highly qualified teachers, including a comparison between high- and low-income schools.

How can parents access the school report cards?

States must ensure that the local districts make these local report cards available to the parents/legal guardians of students promptly and no later than the beginning of the school year. The law requires that the information be presented in an “understandable and uniform format, and to the extent practicable, in a language that the parents/legal guardians can understand.” States and districts may also distribute this information to the media for publicizing, post it on the Internet, or provide it to other public agencies for dissemination.

Further, local school districts must notify parents/legal guardians if their child’s school has been classified as needing improvement, corrective action, or restructuring. In this event, districts must let parents know the options available to them.

Will student test results be made available to parents?

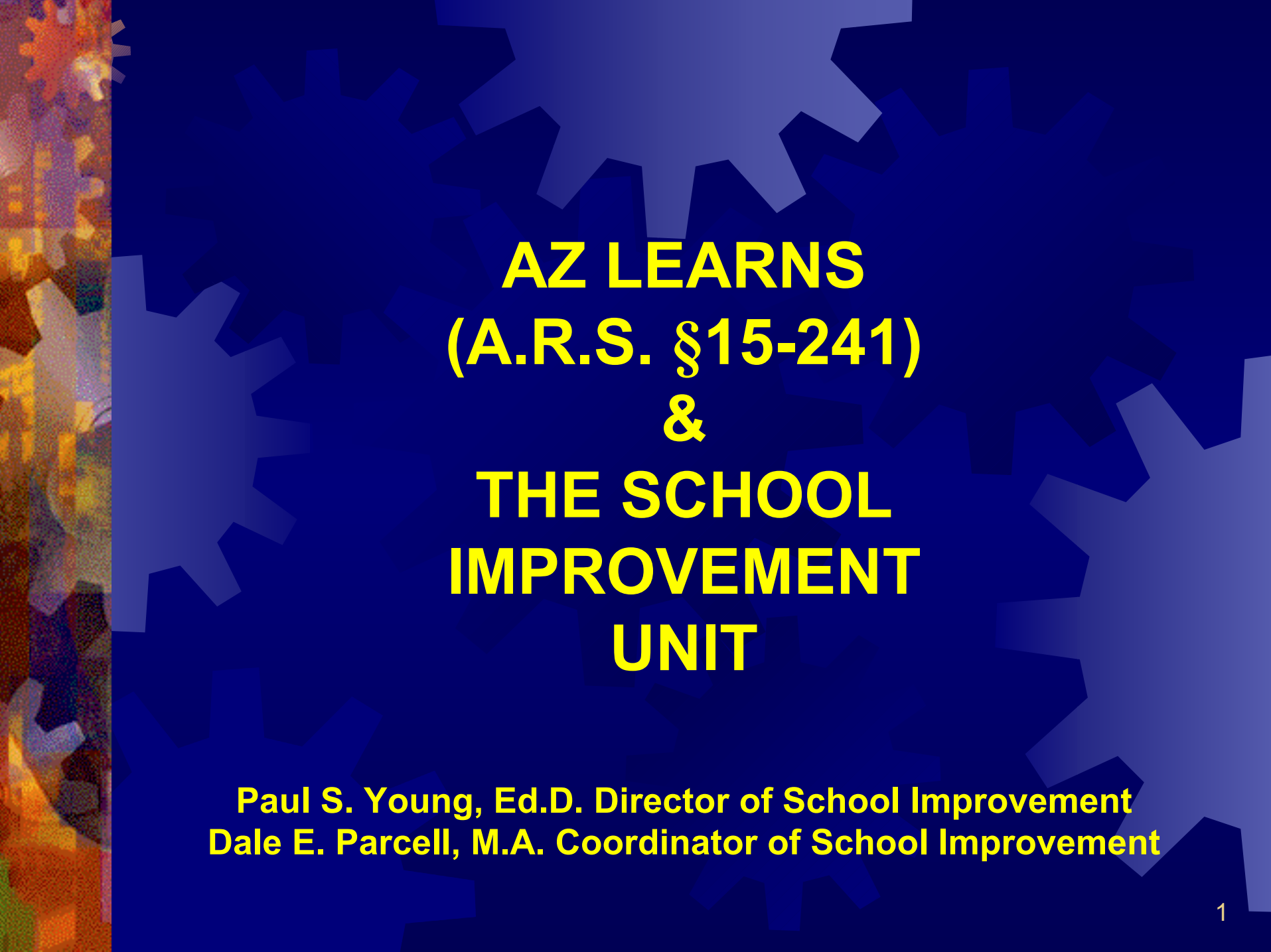
Yes. State assessments will produce reports on each student that will be given to parents.

Will individual student test results be private?

Yes. Only the parents and school receive the results of an individual child’s tests. Individual student scores will not be made public. They are not a part of student achievement data on report cards issued by districts and states.

¹ Questions and answers drawn from;

- U.S. Department of Education *No Child Left Behind* Web site. <http://nclb.gov/next/faqs/>.
- Arizona Department of Education. *Arizona LEARNS Fact Sheet: School Improvement in Arizona: What I Should Know?* <http://www.ade.az.gov/azlearns/FAQ.pdf>
- Arizona Department of Education. (July 2003). *Guidance Regarding the Implementation of A.R.S. §15-241 and Consequences for Title I Schools Identified for Improvement Under Arizona’s No Child Left Behind Act Accountability Plan for the 2003-2004 Academic Year*. Phoenix, AZ: Author.



AZ LEARNS (A.R.S. §15-241) & THE SCHOOL IMPROVEMENT UNIT

**Paul S. Young, Ed.D. Director of School Improvement
Dale E. Parcell, M.A. Coordinator of School Improvement**

AZ LEARNS & THE SCHOOL IMPROVEMENT UNIT

**SCHOOL IS IDENTIFIED AS
UNDERPERFORMING
OCTOBER 2002**



**SCHOOL COMPLETES AN ARIZONA
SCHOOL IMPROVEMENT PLAN (ASIP)
AND SUBMITS IT TO ADE
JANUARY 2003**



**ARIZONA DEPARTMENT OF
EDUCATION (ADE) REVIEWS
ASIP AND PROVIDES
FEEDBACK
FEBRUARY 2003**

AZ LEARNS & THE SCHOOL IMPROVEMENT UNIT

**STATE TESTS
ADMINISTERED
MARCH - APRIL 2003**



**REGIONAL ASSISTANCE
TRAINING SEMINARS
APRIL - JUNE 2003**



**SCHOOL IS IDENTIFIED AS
UNDERPERFORMING FOR THE
FIRST TIME OR FOR A SECOND
CONSECUTIVE YEAR
(ADE USES REVISED FORMULA)
OCTOBER 2003**

AZ LEARNS & THE SCHOOL IMPROVEMENT UNIT

**SOLUTIONS TEAMS VISIT ALL
UNDERPERFORMING SCHOOLS “BASED
ON NEED”
OCTOBER 2003 – OCTOBER 2004**

**STANDARDS &
RUBRICS FOR
SCHOOL
IMPROVEMENT**



**FIRST-YEAR SCHOOLS DEVELOP AND
SECOND-YEAR SCHOOLS UPDATE
THEIR ASIPs AND SUBMIT TO ADE
JANUARY 2004**



**STATE TESTS
ADMINISTERED
MARCH - APRIL 2004**

AZ LEARNS & THE SCHOOL IMPROVEMENT UNIT

**SCHOOL IS IDENTIFIED AS
UNDERPERFORMING FOR A
THIRD CONSECUTIVE YEAR
OCTOBER 2004**



**SITE VISIT TEAM VISITS SCHOOL
TO CONFIRM CLASSIFICATION
DATA AND REVIEW
IMPLEMENTATION OF ASIP AND
RUBRICS
OCTOBER - NOVEMBER 2004**



**TEAM RECOMMENDS SCHOOL'S
STATUS TO SUPERINTENDENT OF
PUBLIC INSTRUCTION**

AZ LEARNS & THE SCHOOL IMPROVEMENT UNIT

**IF SCHOOL IS ALLOWED A FOURTH
YEAR AS *UNDERPERFORMING*, A TEAM
MAY CONTINUE TO WORK WITH
THE SCHOOL
2004 - 2005**

OR

**IF DESIGNATED *FAILING TO MEET
ACADEMIC STANDARDS*, A STAGE III
TEAM PRESCRIBES WHAT THE SCHOOL
DOES TO IMPROVE ACHIEVEMENT
2004 - 2005**

AMENDMENTS TO AZ LEARNS

(A.R.S. §15-241 AND HB 2277)

ORIGINAL

- ❖ EXCELLING
- ❖ IMPROVING
- ❖ MAINTAINING
- ❖ UNDERPERFORMING
- ❖ FAILING

AS AMENDED (HB 2277)

- ❖ EXCELLING
- ❖ **HIGHLY PERFORMING**
- ❖ **PERFORMING**
- ❖ UNDERPERFORMING
- ❖ **FAILING TO MEET
ACADEMIC STANDARDS**

AMENDMENTS TO AZ LEARNS

(A.R.S. §15-241 AND HB 2277)

ORIGINAL

NO PROVISION FOR
APPEALS

AS AMENDED (HB 2277)

SCHOOL MAY APPEAL
DATA USED TO
DETERMINE ITS
ACHIEVEMENT PROFILE

Amendments to AZ LEARNS (A.R.S. §15-241 AND HB 2277)

ORIGINAL

AFTER RECEIVING A
SECOND CONSECUTIVE
UNDERPERFORMING
LABEL, SCHOOLS
DESIGNATED *FAILING*

AS AMENDED (HB 2277)

AFTER RECEIVING A
THIRD CONSECUTIVE
UNDERPERFORMING
LABEL, AN ADE TEAM
VISITS THE SCHOOL TO
CONFIRM DATA AND
THEN MAKES A
RECOMMENDATION TO
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Standards and Rubrics for School Improvement





Standards and Rubrics for School Improvement

- 1. School and District Leadership**
- 2. Curriculum, Instruction, and Professional Development**
- 3. Classroom and School Assessments**
- 4. School Culture, Climate, and Communication**

Standards and Rubrics for School Improvement - Example

Standard 1: DISTRICT AND SCHOOL LEADERSHIP

The district and school leadership focus on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.1 Leadership (governing board, district administration and principals) has led an inclusive process of developing a sustained and shared vision and mission.	C. The leadership focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.	C. The leadership focuses the staff on implementing the mission and belief statements in designing instructional programs for improving academic achievement.	C. The leadership occasionally refers to the mission and belief statements when addressing the planning of instructional programs.	C. The leadership does not show evidence that the mission and belief statements are considered when planning instructional programs.	



Providing Assistance to Underperforming Schools

STAGES I and II

(Tentative)

- ★ League (networking) – ADE will organize *Underperforming* schools into groups to share best practices.
- ★ Regional Assistance Training Seminars (RATS) will be offered without charge for the third time.
- ★ ADE will share best practices tied to the Standards and Rubrics for School Improvement.

STAGES I and II

(Tentative)

- ★ ADE will develop a list of resources based on the Standards and Rubrics for School Improvement.
- ★ ADE will contract with an outside provider to provide “on call” services to *Underperforming* schools to include research, technical advice, assistance with disaggregating data, etc.
- ★ Each *Underperforming* school will be assigned an ADE employee as a contact.

STAGE III

(Tentative)

- ✱ Continuation of Stage I and II support.
- ✱ ADE will provide a consultant to offer continuous on-site assistance with the proper implementation of the revised ASIP.



Contact Information

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ARIZONA LEARNS and the No Child Left Behind Act of 2001: Assessment & Accountability

August 2003

Arizona Department of Education

Tom Horne

Superintendent of Public Instruction



No Child Left Behind (NCLB)

- New federal law, signed January 8, 2002
- Law amends the Elementary and Secondary Education Act of 1965
- Major themes:
 - Close the achievement gap within 12 years
 - Hold districts and schools accountable for student learning
 - Enhance services, providing options for students in schools that are not improving



NCLB Assessment

- Annual reading and mathematics testing for grades 3-8, plus once in grades 10-12 by 2005-2006
- By 2007-2008, science will be tested once in each grade cluster: 3-5, 6-9, and 10-12
- All students must be tested, including English language learners (after in U.S. for three years) and most special education students



NCLB Accountability

- Adequate Yearly Progress (AYP) targets for school growth – schools have 12 years to ensure every student is proficient (2013-2014)
- Applies to schools, districts, and states
- Data must be disaggregated by economic status, race and ethnicity, students with disabilities, and English language learners
- 95 percent of students must be tested



NCLB Accountability – Corrective Action

- Interventions if schools do NOT meet AYP
 - Year 1 – Arizona School Improvement Plan (ASIP)
 - Year 2 – ASIP; school choice
 - Year 3 – supplemental services; school choice
 - Year 4 – Local Education Agency (LEA) takes corrective action
 - Year 5 – LEA plans school restructuring



NCLB School Choice

- If a school does not meet AYP for two consecutive years, it must:
 - Notify parents of student option to transfer to another school within the district that is not identified for improvement
 - Provide transportation according to guidelines
 - Develop capacity to offer choice opportunities, addressing space issues



NCLB Supplemental Services

- Provided to students from low-income families who remain in Title I schools that fail to meet targets or AYP for three or more years
 - Services offered through state-approved public- or private-sector providers
 - Services may include tutoring and after-school programs



NCLB Parent Information

- Requires districts to inform parents about the choice options available to district students in schools identified for improvement
- Requires districts to inform parents that supplemental services will be available to low-income students attending chronically failing schools
- Establishes parents' "right to know" provision



NCLB Parent Information (cont.)

- Requires districts and schools to provide easy-to-read, detailed report cards
 - Included in the report cards are:
 - State assessment results by performance level
 - Percentage of each group of students not tested
 - Graduation rates for secondary school students
 - Performance of school districts on AYP
 - Made available no later than beginning of the school year



Arizona Assessment

- Arizona's Instrument to Measure Standards (AIMS)
 - Reading, writing, and mathematics
 - Currently administered in grades 3, 5, 8, and high school
 - By 2004-2005 school year, administered in grades 3-8 and high school
- Measure of Academic Progress (MAP)
 - Used to measure individual student growth



Arizona Accountability

- Established in ARIZONA LEARNS (A.R.S. §15-241)
 - “Purposeful accountability” – school accountability accompanied by a strong system of school improvement
- Recently revised to reflect NCLB requirements (House Bill 2277 passed in May 2003)

The logo consists of a black crosshair centered over a square. The square is divided into four quadrants: top-left is yellow, top-right is light blue, bottom-left is red, and bottom-right is dark blue.

ARIZONA LEARNS

- Mandates research-based method of school evaluation
- Achievement Profile used to determine school classification that designates each public school as one of the following:
 - *Excelling*
 - *Highly Performing*
 - *Performing*
 - *Underperforming*
 - *Failing (to Meet Academic Standards)*



ARIZONA LEARNS (cont.)

- Establishes timeline and set of consequences for schools designated as *Underperforming* or *Failing (to Meet Academic Standards)*:
 - Develop Arizona School Improvement Plan (ASIP)
 - Present ASIP to public
 - Develop and disseminate written notice of designation to each residence within attendance area of school
 - Face possible restructuring or alternate governance/operation of school



ARIZONA LEARNS (cont.)

Achievement Profile

- Elementary school indicators:

- Student performance on Arizona's Instrument to Measure Standards (AIMS)
- AYP as defined by NCLB
- MAP

- Secondary school indicators:

- Student performance on Arizona's Instrument to Measure Standards (AIMS)
- AYP as defined by NCLB
- Drop out rate
- Graduation rate



For additional information, please contact:

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 - Hold districts and schools accountable for student learning
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- Annual reading and mathematics testing for grades 3-8, plus once in grades 10-12 by 2005-2006
- By 2007-2008, science will be tested once in each grade cluster: 3-5, 6-9, and 10-12
- All students must be tested, including English language learners (after in U.S. for three years) and most special education students



NCLB Accountability

- Adequate Yearly Progress (AYP) targets for school growth – schools have 12 years to ensure every student is proficient (2013-2014)
- Applies to schools, districts, and states
- Data must be disaggregated by economic status, race and ethnicity, students with disabilities, and English language learners
- 95 percent of students must be tested



NCLB Accountability (cont.)

Overview of consequences:

- Stage 1 – School Improvement
 - If Title I school fails to make AYP for two consecutive years:
 - Must develop an Arizona School Improvement Plan (ASIP)
 - Must offer students transfer option to higher performing public schools within the district
 - If school fails to make AYP for three years, supplemental services must be provided



NCLB Accountability (cont.)

Overview of Consequences:

- Stage 2 – Corrective Action
 - After not making AYP for four years, school improvement efforts continue
 - District must take one or more of these actions:
 - Seek an outside expert to evaluate school plan
 - Develop a new curriculum
 - Replace selected staff
 - Modify school schedule



NCLB Accountability (cont.)

Overview of Consequences:

- Stage 3 – Restructure

- After not making AYP for five years, school must be restructured
- Options include:
 - Establishment of a charter school
 - Replacement of principal and most staff
 - Management by another entity
 - Takeover by state



NCLB School Choice

- If a school does not meet AYP for two consecutive years, it must:
 - Notify parents of option to transfer student to another school within the district that is not identified for improvement
 - Provide transportation according to guidelines
 - Develop capacity to offer choice opportunities, addressing space issues



NCLB Supplemental Services

- Provided to students from low-income families who remain in Title I schools that fail to meet targets or AYP for three or more years
 - Services offered through state-approved public- or private-sector providers
 - Services may include tutoring and after-school programs



NCLB Parent Information

- Requires districts to inform parents about the choice options available to district students in schools identified for improvement
- Requires districts to inform parents that supplemental services will be available to low-income students attending chronically failing schools
- Establishes parents' "right to know" provision



NCLB Data Collection & Reporting

- Requires districts and schools to provide easy-to-read, detailed report cards
 - Included in the report cards are:
 - State assessment results by performance level
 - Percentage of each group of students not tested
 - Graduation rates for secondary school students
 - Performance of school districts on AYP
 - Made available no later than beginning of the school year



Arizona Assessment

- Arizona's Instrument to Measure Standards (AIMS)
 - Reading, writing, and mathematics
 - Currently administered in grades 3, 5, 8, and high school
 - By 2004-2005 school year, administered in grades 3-8 and high school
- Measure of Academic Progress (MAP)
 - Used to measure individual student growth



Arizona Accountability

- Established in ARIZONA LEARNS (A.R.S. §15-241)
 - “Purposeful accountability” – school accountability accompanied by a strong system of school improvement
- Recently revised to reflect NCLB requirements (House Bill 2277 passed in May 2003)

The logo consists of a black crosshair centered over a square. The square is divided into four quadrants: top-left is yellow, top-right is light blue, bottom-left is red, and bottom-right is dark blue.

ARIZONA LEARNS

- Mandates research-based method of school evaluation
- Achievement Profile used to determine school classification that designates each public school as one of the following:
 - *Excelling*
 - *Highly Performing*
 - *Performing*
 - *Underperforming*
 - *Failing (to Meet Academic Standards)*



ARIZONA LEARNS (cont.)

- Establishes timeline and set of consequences for schools designated as *Underperforming* or *Failing (to Meet Academic Standards)*:
 - Develop Arizona School Improvement Plan (ASIP)
 - Present ASIP to public
 - Develop and disseminate written notice of designation to each residence within attendance area of school
 - Face possible restructuring or alternate governance/operation of school



ARIZONA LEARNS (cont.)

Meeting AYP

- Assess 95 percent of the total enrolled student population (including disaggregated student groups) using AIMS
- Meet state's annual target percentage of students demonstrating proficiency on state academic standards
- Meet target attendance rate or demonstrate improvement (elementary schools only)
- Meet target graduation rate or demonstrate improvement (secondary schools only)



ARIZONA LEARNS (cont.)

Achievement Profile

- Elementary school indicators:
 - Student performance on AIMS
 - AYP as defined by NCLB
 - MAP
- Secondary school indicators:
 - Student performance on AIMS
 - AYP as defined by NCLB
 - Dropout rate
 - Graduation rate



For additional information, please contact:

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ARIZONA LEARNS

Leading Education In Arizona Through the Reporting and Notification System
Arizona Revised Statutes 15-241. School accountability; schools failing to meet academic standards

- A. The department of education shall compile an annual achievement profile for each public school.
- B. Each school shall submit to the department any data that is required and requested and that is necessary to complete the achievement profile. A school that fails to submit the information necessary is not eligible to receive monies from the classroom site fund established by §15-977.
- C. The department shall establish a baseline achievement profile for each school by October 15, 2001. The baseline achievement profile shall be used to determine a standard measure of acceptable academic progress for each school and a school classification pursuant to subsection G of this section. Any disclosure of educational records compiled by the department of education pursuant to this section shall comply with the family educational and privacy rights act of 1974 (20 United States Code § 1232g).
- D. The achievement profile for schools that offer instruction in kindergarten programs, grades one through eight or any combination of those programs or grades, shall include the following school academic performance indicators:
 - 1. The Arizona measure of academic progress. The department shall compute the percentage of pupils enrolled in the school for at least one academic year who have achieved one year of academic progress.
 - 2. The Arizona instrument to measure standards test. The department shall compute the percentage of pupils who meet or exceed the standard on the Arizona instrument to measure standards test, as prescribed by the state board of education.

- E. The achievement profile for schools that offer instruction in grades nine through twelve, or any combination of those grades, shall include the following school academic performance indicators:
1. The Arizona instrument to measure standards test. The department shall compute the percentage of pupils who meet or exceed the standard on the Arizona instrument to measure standards test, as prescribed by the state board of education.
 2. The annual dropout rate.
 3. The annual graduation rate.
- F. Subject to final adoption by the state board of education, the department shall determine the criteria for each school classification using a research-based methodology. The methodology shall include the performance of pupils at all achievement levels, account for student mobility, account for the distribution of pupil achievement at each school, and include longitudinal indicators of academic performance. For the purposes of this subsection, “research-based methodology” means the systemic and objective application of statistical and quantitative research principles to determine a standard measurement of acceptable academic progress for each school.
- G. The achievement profile shall be used to determine a school classification that designates each school as one of the following:
1. An excelling school.
 2. A highly performing school.
 3. A performing school.
 4. An underperforming school.
 5. A school failing to meet academic standards.
- H. The classification for each school and the criteria used to determine classification pursuant to subsection F of this section shall be included on the school report card prescribed in § 15-746.

- I. Subject to final adoption by the state board of education, the department of education shall develop a parallel achievement profile for accommodation schools, alternative schools, and schools with a student count of fewer than one hundred pupils.
- J. If a school is designated as an underperforming school, within ninety days after receiving notice of the designation, the governing board shall develop an improvement plan for school, submit a copy of the plan to the superintendent of public instruction, and supervise the implementation of the plan. The plan shall include necessary components as identified by the state board of education. Within thirty days after submitting the improvement plan to the superintendent of public instruction, the governing board shall hold a special public meeting in each school that has been designated as an underperforming school and shall present the respective plans that have been developed for each school. The district governing board, within thirty days of receiving notice of the designation, shall provide written notification of the classification to each residence within the attendance area of the school. The notice shall explain the improvement process and provide information regarding the public meeting required by this subsection.
- K. A school that has not submitted an improvement plan pursuant to subsection J of this section is not eligible to receive monies from the classroom site fund established by § 15-977 for every day that a plan has not been received by the superintendent of public instruction within the time specified in subsection J of this section plus an additional ninety days. The state board of education shall require the superintendent of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.
- L. If a charter school is designated as an underperforming school, within thirty days the school shall notify the parents of the students attending the school of the classification. The notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection. Within ninety days of receiving the classification, the charter holder shall present an improvement plan to the charter sponsor at a public meeting and submit a copy of the plan to the superintendent of public instruction. The improvement plan shall include necessary components as identified by the state board of education. For every day that an improvement plan is not received by the superintendent of public instruction, the school is not eligible to receive monies from

the classroom site fund established by §15-977 for ninety days plus every day that a plan is not received. The charter holder shall appear before the sponsoring board and explain why the improvement plan has not been submitted.

- M.** The department of education shall establish an appeals process, to be applied by the state board of education for a school to appeal data used to determine the achievement profile of the school. The criteria established shall be based on mitigating factors and may include a visit to the school site by the department of education.
- N.** If a school remains classified as an underperforming school for a third consecutive year, the department of education shall visit the school site to confirm the classification data and to review the implementation of the school's improvement plan. The school shall be classified as failing to meet academic standards unless an alternate classification is made to subsection M of this section.
- O.** The school district governing board, within thirty days of receiving notice of the school failing to meet academic standards classification, shall provide written notification of the classification to each residence in the attendance area of the school. The notice shall explain the improvement plan process and provide information regarding the public meeting required by subsection R of this section.
- P.** The superintendent of public instruction, based on need, shall assign a solutions team to an underperforming school or a school failing to meet academic standards comprised of master teachers, fiscal analysts, and curriculum assessment experts who are certified by the state board of education as Arizona academic standards technicians. The department of education may hire or contract with administrators, principals, and teachers who have demonstrated experience with the characteristics of and situations in an underperforming school or a school failing to meet academic standards and may use these personnel as part of the solutions team. The team shall work with staff at the school to assist in curricula alignment and shall instruct teachers on how to increase pupil academic progress, considering the school's achievement profile. The team shall select two master teachers to be employed by the school. The solutions team shall consider the existing improvement plan to assess the need for changes to curriculum, professional development, and resource allocation.

- Q.** The parent or the guardian of the pupil may apply, either to the school district or the department of education, in a manner determined by the department of education for reimbursement from the failing schools tutoring fund established by this section. The school may apply to the state board of education for grants from these funds provided pursuant to section 42-5029, subsection E, Paragraph 7 to provide supplemental instruction. Pupils attending a school designated as an underperforming school or a school failing to meet academic standards may select an alternative tutoring program in academic standards from a provider that is certified by the state board of education. To qualify, the provider must guarantee in writing a stated level of academic improvement for the pupil that includes a timeline for improvement that is agreed to by the parent or guardian of the pupil, and the provider shall agree to refund to the state the standards assistance grant monies if the guaranteed level of academic improvement is not met.
- R.** Within sixty days of receiving notification of designation as a school failing to meet academic standards, the school district governing board shall evaluate needed changes to the existing improvement plan for the school, consider recommendations from the solutions team, submit a copy of the plan to the superintendent of public instruction, and supervise the implementation of the plan. Within thirty days after submitting the improvement plan to the superintendent of public instruction, the governing board shall hold a public meeting in each school that has been designated as a school failing to meet academic standards and shall present the respective improvement plans that have been developed for each school.
- S.** A school that has not submitted an improvement plan pursuant to subsection R of this section is not eligible to receive monies from the classroom site fund established by section §15-977 for every day that a plan has not been received by the superintendent of public instruction within the time specified in subsection R of this section plus an additional ninety days. The state board of education shall require the superintendent of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.
- T.** If a charter school is designated as a school failing to meet academic standards, the department of education shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable

performance or revoke the charter school's charter. Within thirty days the school shall notify the parents of the students attending the school of the classification and of any pending public meetings to review the issue.

- U. A school that has been designated as a school failing to meet academic standards shall be evaluated by the department of education to determine if the school failed to properly implement its school improvement plan, the alignment of the curriculum with academic standards, teacher training, budget prioritization, or other proven strategies to improve academic performance. After visiting the school site pursuant to subsection M of this section, the department of education shall submit to the state board of education a recommendation to proceed pursuant to subsections P, Q, AND R of this section or that the school be subject to a public hearing to determine if the school failed to properly implement its improvement plan and the reasons for the department's recommendation.
- V. If the department does recommend a public hearing, the state board of education shall meet and may provide by a majority vote at the public hearing for the continued operation of the school as allowed by this subsection. The state board of education shall determine whether governmental, nonprofit, and private organizations may submit applications to the state board to fully or partially manage the school. The state board's determination shall include:
 - 1. If and to what extent the local governing board may participate in the operation of the school including personnel matters.
 - 2. If and to what extent the state board of education shall participate in the operation of the school.
 - 3. Resource allocation pursuant to subsection X of this section.
 - 4. Provisions for the development and submittal of a school improvement plan to be presented in a public meeting at the school.
 - 5. A suggested time frame for the alternative operation of the school.
- W. The state board shall periodically review the status of a school that is operated by an organization other than the school district governing board to determine whether the operation of the school should be returned to the school district governing board. Before

the state board makes a determination, the state board or its designee shall meet with the school district governing board or its designee to determine the time frame, operational considerations, and the appropriate continuation of existing improvements that are necessary to assure a smooth transition of authority from the other organization back to the school district governing board.

- X. If an alternative operation plan is provided pursuant to subsection V of this section, the state board of education shall pay for the operation of the school and shall adjust the school district's student count pursuant to section 15-902, soft capital allocation pursuant to section 15-962, capital outlay revenue limit pursuant to section 15-961, base support level pursuant to section 15-943, monies distributed from the classroom site fund established in section 15-977, and transportation support level pursuant to section 15-945, to accurately reflect any reduction in district services that are no longer provided to that school by the district. The state board of education may modify the school district's revenue control limit, the district support level, and general budget limit calculated pursuant to section 15-947 by an amount that corresponds to this reduction in services. The state board of education shall retain the portion of state aid that would otherwise be due the school district for the school and shall distribute that portion of state aid directly to the organization that contracts with the state board of education to operate the school.
- Y. If the state board of education determines that a charter school failed to properly implement its improvement plan, the sponsor of the charter school shall revoke the charter school's charter.
- Z. If there are more than two schools in a district and more than one-half, or in any case more than five, designated as schools failing to meet academic standards for more than two consecutive years, in the next election of members of the governing board the election ballot shall contain the following statement immediately above the listing of governing board candidates:

Within the last five years, (number of schools) schools in the _____ school district have been designated as "schools failing to meet academic standards" by the superintendent of public instruction.

- AA.** At least twice each year the department of education shall publish in a newspaper of general circulation in each county of this state a list of schools that are designated as schools failing to meet academic standards.
- BB.** The failing schools tutoring fund is established consisting of monies collected pursuant to section 42-5029, subsection E as designated for this purpose. The department of education shall administer the fund.

APPROVED BY THE GOVERNOR MAY 5, 2003.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 5, 2003.

State of Arizona Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**Revised June 5, 2003
Final Submission**

Submitted to:



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element	
Principle 1: All Schools		
P	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
P	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
P	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
P	2.1	The accountability system includes <i>all students</i>
P	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
P	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
P	3.2a	Accountability system establishes a <i>starting point</i> .
P	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
P	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
P	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Principle 5: Subgroup Accountability

P	5.1	The accountability system <i>includes all the required student subgroups</i> .
P	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
P	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

P	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

P	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
P	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Under Arizona Revised Statute (A.R.S.) §15-241 (AZ LEARNS), public elementary schools [grades K-8, or most combinations of those grades] and public secondary schools [grades 9-12, or any combination of those grades] are included in the state’s accountability system and are required to make the federal definition of adequate yearly progress (AYP) as detailed in the No Child Left Behind Act of 2001 (NCLB). Arizona’s single statewide accountability system will include both Title I and non-Title I schools (traditional schools, charter schools, alternative schools, and new schools). The Arizona Department of Education (ADE) will propose to the Arizona State Board of Education in April 2003 to evaluate all K-2 public schools based on assessment (AIMS) results of the school into which their students feed. For example, the AYP determination for a K-2 school will be based on the third (3rd) grade assessment results of the three (3) through six (6) [or any other grade combination] school in which students will eventually enroll. Evaluation of these schools will begin during the 2002-2003 academic year.

The ADE will include all public schools, all student subgroups (e.g. major racial and ethnic groups, limited English proficiency students, economically disadvantaged students, and students with disabilities) and districts in the statewide accountability system by completing an Achievement Profile analysis for each entity. A core component of the Achievement Profile analysis is the determination of Adequate Yearly Progress (AYP). The ADE will determine whether a school has made AYP or failed to make AYP based on the criteria established under NCLB [Title I, Part A, Section 1111 (2) (B-I)] provided the subgroup meets the minimum analysis size of thirty (30) pupils. In accordance to Section 1116 (Title I, No Child Left Behind Act) any school receiving Title I funds will be placed in federal school improvement after failing to make AYP for a second consecutive year.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

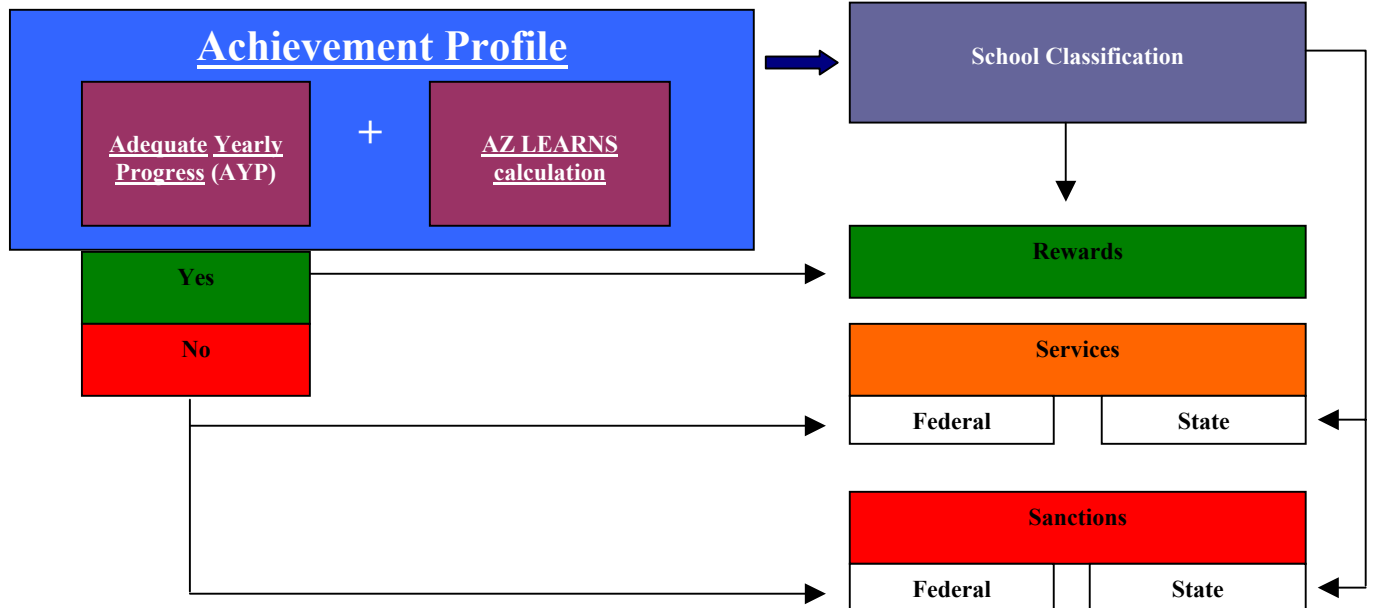
CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The ADE will include all public schools and districts in the statewide accountability system by completing an Achievement Profile analysis for each entity. A core component of the Achievement Profile analysis is the determination of Adequate Yearly Progress (AYP). An AYP determination will be made for each public school and district as required by the No Child Left Behind Act of 2001 (NCLB).

As stated above, the Arizona Department of Education must compile an annual Achievement Profile, as detailed in A.R.S. § 15-241, which will be used to determine a school classification that designates each public school as one of the following 1.) Excelling; 2.) Improving; 3.) Maintaining [Adequate Performance]; 4.) Underperforming; and 5.) Failing. It should be noted that proposed legislation effectively modifies these designations. The proposed definitions are modified as follows: 1.) Excelling; 2.) Highly Performing; 3.) Performing; 4.) Underperforming; and 5.) Failing.

The determination of all school site designations/classifications (through the Achievement Profile) will be made on the analysis of the following measures (please refer to Table A below):

Table A: Arizona's Single Statewide Accountability System



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

The model detailed above fully integrates NCLB stipulations for AYP and state accountability requirements. Depending on classification, a school will be included in the rewards system or will face sanctions, which may require them to deliver services to eligible students (depending on federal and/or state statute). Regardless of a school classification, a Title I school determined not to have made AYP will be required to implement federal services and undergo the necessary sanctions prescribed by NCLB. **In no way does the integration of AYP into the Achievement Profile compensate or diminish the effect of NCLB legislation.** The Arizona Department of Education strongly believes that the integration of AYP into the Achievement Profile (illustrated on page 8) ensures that schools, districts and the state will maintain focus on the federal requirements outlined in NCLB.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of <i>basic</i> , <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	Standards do not meet the legislated requirements.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Arizona has defined four levels of student achievement (performance/achievement standards) in reading and math:

1.) Exceeds the Standard [**Advanced**]; 2.) Meets the Standard [**Proficient**]; 3.) Approaches the Standard; and 4.) Falls Far Below the Standard.

Exceeds the Standard This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the expected goal of all students.

Meets the Standard This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes knowledge of subject matter, application of such knowledge to real-world situations, and content relevant analytical skills. Attainment of at least this level is the expectation for all Arizona students.

Approaches the Standard This level denotes understanding of the knowledge and application of the skills that are fundamental for proficiency in the standards.

Falls Far Below the Standards This level denotes sufficient evidence that the prerequisite knowledge and skills needed to approach the standard have not been met. Students who perform at this level have serious gaps in knowledge in skills related to Arizona's Academic Standards.

For a more detailed definition of each performance level associated with the content areas of reading and mathematics, please refer to: www.ade.az.gov/standards/aims/PerformanceStandards/performancelevels.asp

For a more detailed explanation of how the achievement standards are incorporated into Arizona's accountability system (AZ LEARNS), please refer to the AZ LEARNS Technical Manual.

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Presently, the Arizona Department of Education (ADE) produces Achievement Profiles for each public elementary and secondary school by October 15 of each year. The October 15th deadline provides the necessary time to validate all relevant calculations and to conduct the necessary analyses. To promote the timely release of relevant data, the ADE has developed a secure online application for LEAs and schools to access and download Achievement Profile results, reports, data, and calculations. The availability of an on-line application reduces the amount of time required to disseminate this information to LEAs and schools by eliminating the need for printing, copying, and mailing. LEAs and schools will have direct access to the information necessary for them to inform parents of enrolled students attending schools identified for school improvement of the school's status, the option of transfer, and supplemental education services as required by the No Child Left Behind Act of 2001 in a more timely manner.

Schools designated as *Underperforming* under the 2002 Achievement Profile were required to notify all community members residing within each school's respective attendance area of its status and improvement efforts (including actions prescribed in Title I, Section 1116 of the No Child Left Behind Act). Title I schools receiving an Underperforming classification and therefore determined to have not made AYP were immediately placed in the first year of federal school improvement. As such, these schools were required to provide choice options for eligible students and are expected to continue to do so during the 2003-2004 academic year in accordance with NCLB regulations.

Beginning with the 2002-2003 Adequate Yearly Progress determination, the Arizona Department of Education (ADE) will no longer place Title I schools into federal school improvement based on a single Underperforming designation. Rather, the ADE will implement the NCLB timeline, which requires a school to fail to make AYP for two consecutive years prior to being placed into federal school improvement. With this said, the ADE will release the 2002-2003 Adequate Yearly Progress (AYP) determinations and related data to all schools no later than the Friday prior to Labor Day. This will ensure that Title I schools may notify parents of enrolled students of the school's AYP determination and offer the option of transfer and supplemental services if necessary in a timely manner as mandated by Title I, Section 1116 of The No Child Left Behind Act of 2001. Title I schools designated as Underperforming on the 2002 Achievement Profile (and automatically in year one of federal school improvement) will be the first to receive 2002-2003 AYP calculations, thus allowing them the opportunity to complete the AYP appeals process within the thirty (30) days outlined in NCLB and offer services to eligible students.

Due to the varying start dates for Arizona schools (year round schedules, charter schools and traditional schools) the ADE will need to determine a "first day of school" for the state. The ADE is negotiating with our testing contractor to facilitate a more expedient return of assessment data, thus allowing the timely release of AYP determinations and related data to schools and districts. Based on the outcome of these negotiations, the ADE intends to provide future preliminary AYP determinations by August 1st and final AYP determinations by September 1st.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The ADE will produce its first annual state report card prior to the 2003-2004 academic year. It is important to note that the first annual report card will reflect the 2002-2003 academic year and will disaggregate data for the following subgroups: 1.) all students; 2.) race/ ethnicity; 3.) disability; 4.) gender; and 5.) English language learners [ELL]. Currently, the ADE can use Title I school status as a proxy indicator of SES status. Socio-economic status (SES) student subgroup data will be disaggregated in the state report card. However, the ADE will be investigating an appropriate non-test indicator during the 2003-2004 academic year to provide more accurate information regarding this student subgroup.

Arizona currently provides a School Report Card that is available for each public school in the state. These school-level report cards are available on-line and in print at each school. At this time, the information presented in the school-level report cards includes assessment results for AIMS, Stanford 9, and MAP as well as other relevant school information. School-level report cards will be updated in the immediate future to reflect requirements (i.e. assessment data disaggregated by student subgroups) mandated by the No Child Left Behind Act of 2001. The ADE intends to model the state report card based on the information available in the school report card. The ADE plans to provide the information presented on the various report cards in a user-friendly format, primarily through the use of graphs and visual aids. The intent is to provide accurate information in a format that is easily understandable to diverse populations residing within the state. Please refer to the state report card prototype attached.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Currently, the state's accountability system focuses attention on sanctions associated with the school improvement process. These sanctions include: 1.) public identification of school performance, as determined by the ADE and approved by the Arizona State Board of Education [which could also be viewed as a reward if the school demonstrated positive performance]; 2.) placement into school improvement status [when applicable]; 3.) the development of a school improvement plan; 4.) implementation of the school improvement plan. These sanctions are implemented immediately following a school's designation as Underperforming (or Failing) on the Achievement Profile. It should be noted that Title I schools must also complete additional requirements as mandated by the No Child Left Behind Act of 2001.

The ADE plans to continue to publicly recognize Arizona's Title I distinguished schools and Blue Ribbon Schools. The criteria used to make these determinations will include AYP calculations. The implementation of non-monetary rewards (i.e., school/district recognition certificates, Blue Ribbon Program awards, distinguished Title I schools awards) will be applied for the 2003 Achievement Profile. The ADE strongly desires to expand its reward system and is currently investigating a number of options. Possible additional rewards include but are not limited to:

- Small grants to top schools/districts to enhance academic instruction and curriculum development (based on increased student achievement)
- The use of peer-mentoring to highlight the performance of top schools/districts and enable this leadership to assist in the improvement of lower performing schools

Keeping in mind state budgetary restrictions, the ADE is in active discussions with the business community and various education organizations with regard to developing an expanded system. The ADE will present the system to the Arizona State Board of Education in the fall of 2003 for final approval. Implementation of the expanded rewards system will occur during the 2004-2005 academic year.

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Arizona’s Achievement Profile model includes the following public school students:

- Elementary students in grades 3-8, or any combination of these grades
- High school students in grades 10-12, or any combination of these grades

Within the grades evaluated, the following student subgroups are included:

- Special education students
- English language learners
- All major racial and ethnic groups (White, African American, Hispanic, Native American, Asian/Pacific Islander)
- Socio-economic status (SES), Title I data will be used as a proxy indicator

The following public school students will be evaluated beginning with the 2003 Achievement Profile and continuing through to 2013-2014 academic year:

- Students in grade K-2.
- Students enrolled in “extremely small schools”.
- Students enrolled in Alternative/Accommodation schools.
- Students enrolled in new schools. The Achievement Profile for “new schools” will be calculated based on data collected from the first year of operation.

These student groups will be included in school wide Adequate Yearly Progress determinations for all schools, LEAs and the State.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The ADE will determine a full academic year by identifying students enrolled at the start of the school year (within the first two weeks of instruction) and those students who are presently enrolled during the first day of administration of AIMS. Students who do not meet this criterion will be accounted for at the LEA level. If a student has not attended the LEA for a full academic year, that student will be accounted for at the state level. The ADE will audit data collected during testing via the Student Details system. This student level tracking system also collects information submitted by schools and districts for school funding purposes. Due to the fact that these data are directly related to school funding, both the ADE and the individual schools are obligated to maintain the accuracy of collected and reported data. The Student Details system is validated and checked for integrity by the ADE on a regular schedule, which ensures that inaccuracies can be corrected in a timely manner.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

In order to determine whether a student has been enrolled for a full academic year the ADE requires students to complete the following non-test indicators on both AIMS and Stanford 9 testing documents:

- 1.) Did you start the school year at this school?
- 2.) Number of years in school?
- 3.) Number of years in district?

These questions will provide the ADE the necessary information required to determine the length of time a student has been enrolled in a school, LEA or the state. The ADE continuously strives to ensure the accuracy of all achievement data. To that end, the ADE conducts mandatory annual pre-test workshops for both SAT 9 and AIMS. All public schools including charter schools are required to attend these workshops. The ADE provides standard instructions with common definitions, which are consistent between SAT 9 and AIMS, to testing coordinators regarding the completion of all non-test indicators. These instructions are also provided for testing coordinators on the ADE web site, <http://www.ade.az.gov/standards/downloads/NTI1-12.pdf>.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In order to promote compliance with the No Child Left Behind Act of 2001, the Arizona Department of Education (ADE) has adopted an appropriate timeline stipulating that all students demonstrate proficiency in the Arizona Academic Standards no later than the 2013-2014 academic year, as prescribed by federal mandate. It should be noted that this timeline is not mandated by State statute. This timeline will incorporate annual measurable objectives and intermediate goals to facilitate the calculation of the State's definition of adequate yearly progress (AYP). Starting points, annual measurable objectives and intermediate goals are set separately for reading and mathematics for grades three (3), five (5), eight (8), and high school to better facilitate the incorporation of additional assessments into the accountability system. Depending on school configuration, assessed grades/subject combinations are aggregated at the school level. Assessment data is also aggregated at the district level and state level. The AYP determination is based on a conjunctive model. A school, district or the state failing to make AYP for two (2) consecutive years is subject to the consequences for entities receiving Title I funds prescribed under Section 1116 of the No Child Left Behind Act of 2001.

Please refer to charts on pages 26-29.

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In determining whether each subgroup, school site, LEA, and the state-as-a whole make adequate yearly progress (AYP), Arizona will determine the percentage of students completing Arizona's Instrument to Measure Standards (AIMS), calculate the percentage of students meeting or exceeding the standard in reading and mathematics and implement the safe harbor provision as mandated by the No Child Left Behind Act of 2001.

Participation Requirements: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Percentage of Students Meeting or Exceeding the Standard: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade. If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If all student subgroups fail to meet the annual measurable objectives the school is considered to not have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Additional Indicator(s): The ADE will calculate the percentage of students in the aggregate that demonstrate adequate progress on the additional academic indicator (elementary or secondary) or meet the threshold percentage for the additional indicator as determined by the ADE and approved by the Arizona State Board of Education. The additional AYP indicators will be attendance rate at the elementary and middle school/district and graduation rate at the secondary school/district.

Safe Harbor Provision: If a school or LEA fails to meet the annual measurable objective, or if one or more subgroups fail to meet the annual measurable objectives, then a school or LEA is considered to have made AYP if both of the following criteria are met:

- 1.) the percentage of tested students in a particular subgroup, school, or LEA below the proficient (meets or exceeds the standard) achievement level decreases by at least ten percent (10%) from the proceeding year.
- 2.) the students in a particular subgroup, school, or LEA either
 - make progress on the additional academic indicator; *or*
 - meet the threshold for the other academic indicator

Please note that rates of adequate progress and threshold percentages for additional AYP indicators will be set by the ADE's Accountability Working Group and are subject to final approval by the Arizona State Board of Education. Upon final approval by the State Board, the ADE will submit adequate progress rates and threshold percentages to the U.S. Department of Education.

According to the No Child Left Behind Act of 2001, if one subgroup does not make adequate yearly progress (AYP), then the whole school has failed to make AYP. This provision requires accurate data collection mechanisms. Unfortunately, the ADE will be required to utilize a proxy indicator to identify students who are economically disadvantaged; Title I status, as identified by student assessment results, will be used until the ADE can develop a more accurate data collection mechanism.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In order to compute the starting points for all subjects and grades, all schools in Arizona were ranked in descending order according to the percentage of students in each grade and subject combination that met or exceeded the standard on the State's standards-based assessment, the Arizona Instrument to Measure Standards (AIMS). Then, enrollment counts were paired with each school. The starting points were set at the 20th percentile for student enrollment. This evaluation was based on the baseline data of 2001-2002.

The following table provides the State's starting points for each of the subjects and grades evaluated:

Subject/Grade	Reading	Mathematics
Grade 3	44	32
Grade 5	32	20
Grade 8	31	7
High School	23	10

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) has calculated the annual measurable objectives for each of the subjects and grades assessed by the Arizona's Instrument to Measure Standards (AIMS) and evaluated in the Achievement Profiles. These values are based on data from the 2001-2002 academic year and represent the State's expectation for students, schools, and LEAs in order to comply with all students reaching proficiency no later than 2013-2014 as prescribed by the No Child Left Behind Act of 2001. These annual measurable objectives will utilize the same percent proficient as the most recent intermediate goal.

Arizona will establish separate reading and mathematics annual measurable objectives for grades three (3), five (5), eight (8), and high school that serve to identify a minimum percentage of students (all students and each student subgroup) that must meet or exceed the standard.

The reading and mathematics annual measurable objectives will be applied to each school and LEA, including each subgroup at the each site and LEA, as well as the state-level.

The rationale for setting all annual measurable objectives (and corresponding intermediate goals) in the progressive manner demonstrated in this document is based on three key principles:

- 1.) The ADE has recently completed a grade-level articulation of Arizona's Academic Content Standards. The progressive setting of annual measurable objectives and corresponding intermediate goals allows schools the necessary time to align these grade-level standards with school curricula/resources and implement these standards via instruction.
- 2.) The ADE is developing new assessments for grades four (4), six (6), and seven (7) for reading and mathematics, as well as a science assessment to be administered on an annual basis in grades three (3), five (5), eight (8), and high school as mandated by the No Child Left Behind Act of 2001. The progressive setting of annual measurable objectives and intermediate goals allows schools the opportunity to effectively prepare students for these assessments.

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- 3.) Currently, the academic performance of several disaggregated student subgroups is below (in some cases, far below) the state's starting points in reading and mathematics. Many schools and districts have initiated scientifically based research programs and other instructional practices to assist students in this circumstance. In addition, the ADE has implemented a comprehensive K-3 reading program designed to have all students proficient in the state's reading standards by the third grade. By setting the state's annual measurable objectives and corresponding intermediate goals in a progressive manner, schools, districts, and the state are given the necessary time to effectively implement these programs and initiatives, giving students in this circumstance an opportunity to catch up with the aggregated student population as represented by the state's starting points.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Arizona will establish separate reading and mathematics intermediate goals for grades three (3), five (5), eight (8) and high school that increase in equal increments over the twelve (12) year timeline mandated by the No Child Left Behind Act of 2001. There will be six intermediate goals for each subject/grade combination. The intermediate goals are to take effect with the 2004-2005, 2007-2008, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 academic years.

The intermediate goals for each subject/grade combination will be applied to each school and LEA, including each subgroup at each site and LEA, as well as the state-level.

In order to meet the expectations represented by Arizona's annual measurable objectives and intermediate goals, schools and districts must make significant and continuous improvement. The rationale for setting all annual measurable objectives (and corresponding intermediate goals) in the progressive manner demonstrated in this document is based on three key principles:

- 1.) The ADE has recently completed a grade-level articulation of Arizona's Academic Content Standards. The progressive setting of annual measurable objectives and corresponding intermediate goal allows schools the necessary time to align these grade-level standards with school curricula/resources and implement these standards via instruction.
- 2.) The ADE is developing new assessments for grades four (4), six (6), and seven (7) for reading and mathematics, as well as a science assessment to be administered on an annual basis in grades three (3), five (5), eight (8), and high school as mandated by The No Child Left Behind Act of 2001. The progressive setting of annual measurable objectives and intermediate goals allows schools the opportunity to effectively prepare students for these assessments.
- 3.) Currently, the academic performance of several disaggregated student subgroups is below (in some cases, far below) the state's starting points in reading and mathematics. Many schools and districts have initiated scientifically based research programs and other instructional practices to assist students in this circumstance. In addition, the ADE has implemented a comprehensive K-3 reading program designed to have all students proficient in the state's reading standards by the third grade. By setting the state's annual measurable objectives and corresponding intermediate goals in a progressive manner, schools, districts, and the state are given the necessary time to effectively implement these programs and initiatives, giving students in this circumstance an opportunity to catch up with the aggregated student population as represented by the state's starting points.

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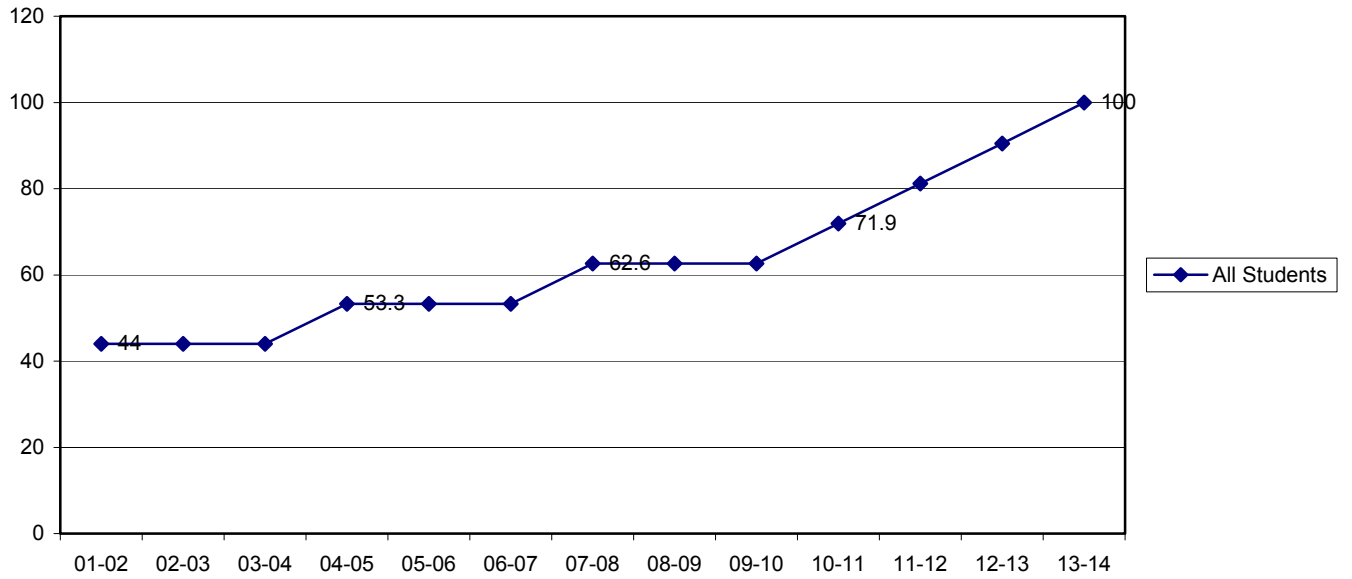
In accordance with the No Child Left Behind Act of 2001, the Arizona Department of Education (ADE) has established the following intermediate goals:

Grade 3	Intermediate Goals	Reading AMO	Reading Proficiency	Math AMO	Math Proficiency
2004-05	1	9.3	53.3 % M/E	11.3	43.3 % M/E
2007-08	2	9.3	62.6 % M/E	11.3	54.6 % M/E
2010-11	3	9.3	71.9 % M/E	11.3	65.9 % M/E
2011-12	4	9.3	81.2 % M/E	11.3	77.2 % M/E
2012-13	5	9.3	90.5 % M/E	11.3	88.5 % M/E
2013-14	6	9.3	100 % M/E	11.3	100 % M/E
Grade 5	Intermediate Goals	Reading AMO	Reading Proficiency	Math AMO	Math Proficiency
2004-05	1	11.3	43.3 % M/E	13.3	33.3 % M/E
2007-08	2	11.3	54.6 % M/E	13.3	46.6 % M/E
2010-11	3	11.3	65.9 % M/E	13.3	59.9 % M/E
2011-12	4	11.3	77.2 % M/E	13.3	73.2 % M/E
2012-13	5	11.3	88.5 % M/E	13.3	86.5 % M/E
2013-14	6	11.3	100 % M/E	13.3	100 % M/E
Grade 8	Intermediate Goals	Reading AMO	Reading Proficiency	Math AMO	Math Proficiency
2004-05	1	11.5	42.5 % M/E	15.5	22.5 % M/E
2007-08	2	11.5	54 % M/E	15.5	38 % M/E
2010-11	3	11.5	65.5 % M/E	15.5	53.5 % M/E
2011-12	4	11.5	77 % M/E	15.5	69 % M/E
2012-13	5	11.5	88.5 % M/E	15.5	84.5 % M/E
2013-14	6	11.5	100 % M/E	15.5	100 % M/E
High School	Intermediate Goals	Reading AMO	Reading Proficiency	Math AMO	Math Proficiency
2004-05	1	12.8	35.8 % M/E	15	25 % M/E
2007-08	2	12.8	48.6 % M/E	15	40 % M/E
2010-11	3	12.8	61.4 % M/E	15	55 % M/E
2011-12	4	12.8	74.2 % M/E	15	70 % M/E
2012-13	5	12.8	87 % M/E	15	85 % M/E
2013-14	6	12.8	100 % M/E	15	100 % M/E

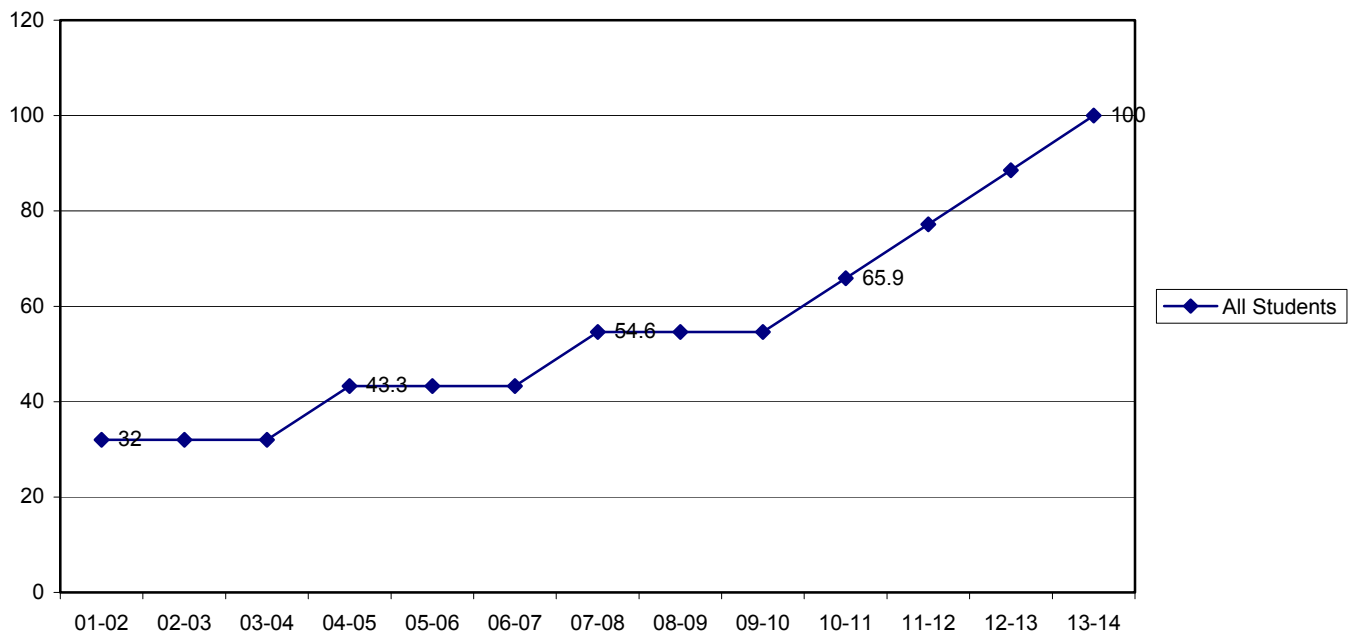
The following graphs represent the Arizona Department of Education's starting points, intermediate goals and annual measurable objectives reflected in the previous tables:

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Arizona Grade 3 Reading

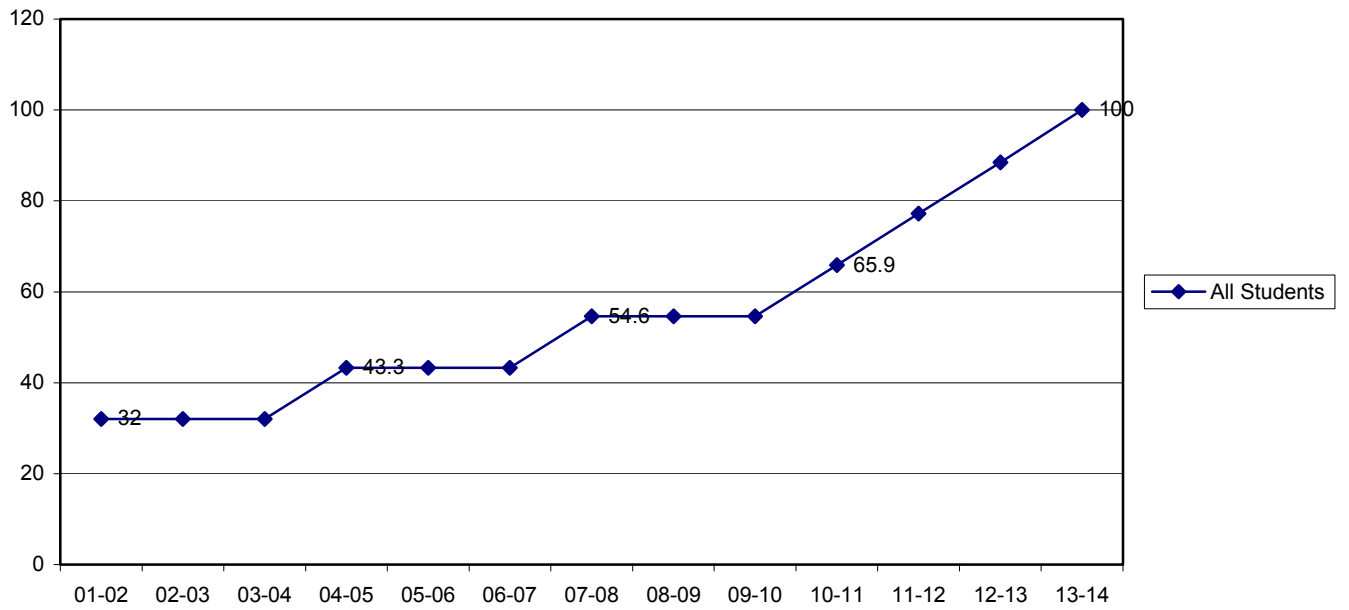


Arizona Grade 3 Math

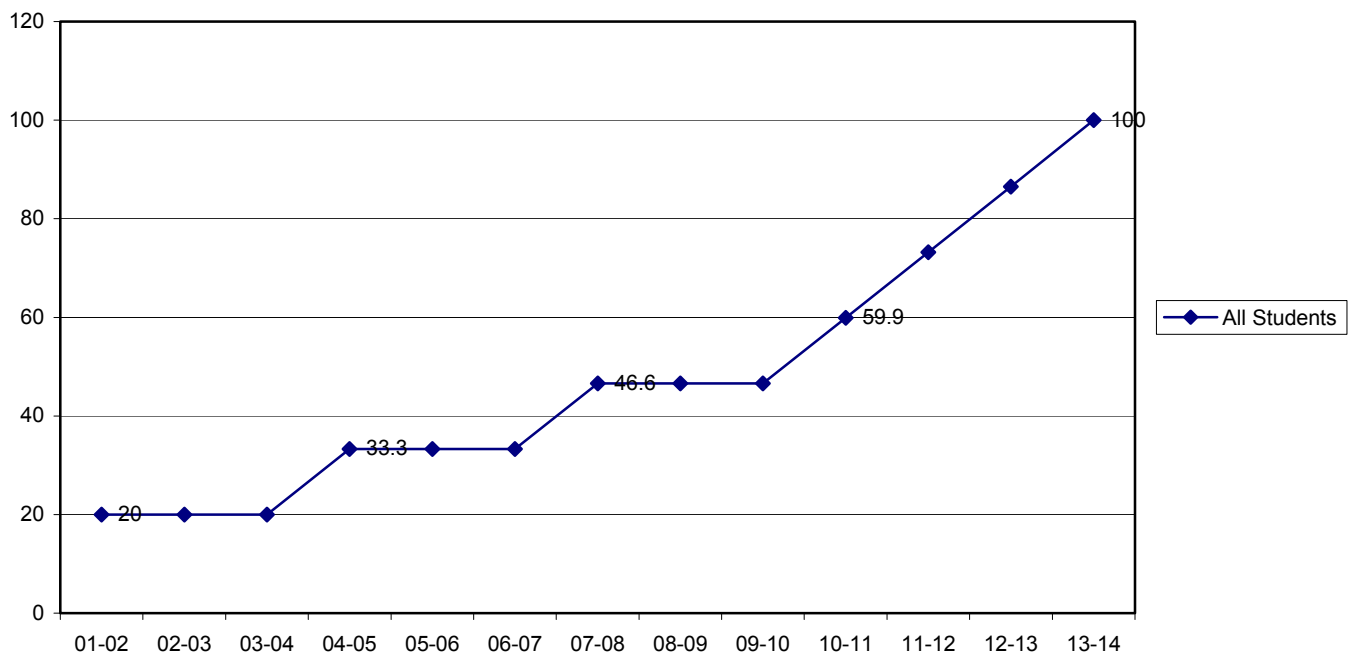


CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Arizona Grade 5 Reading

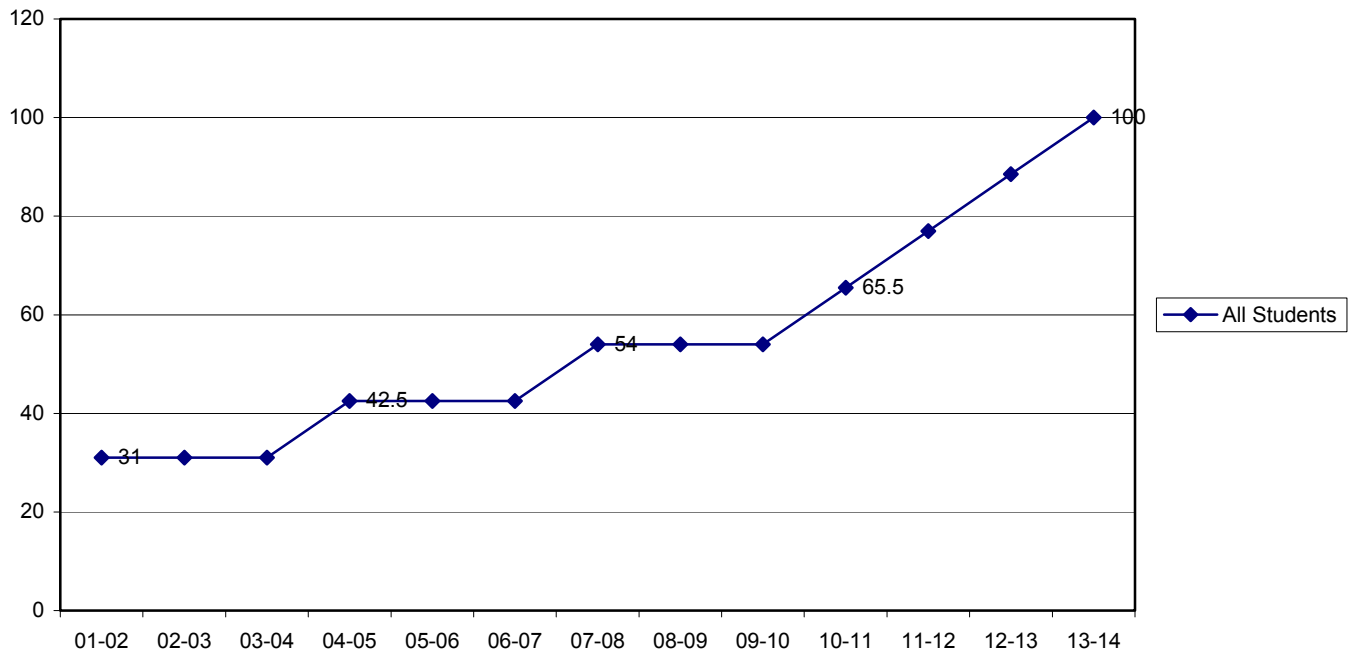


Arizona Grade 5 Math

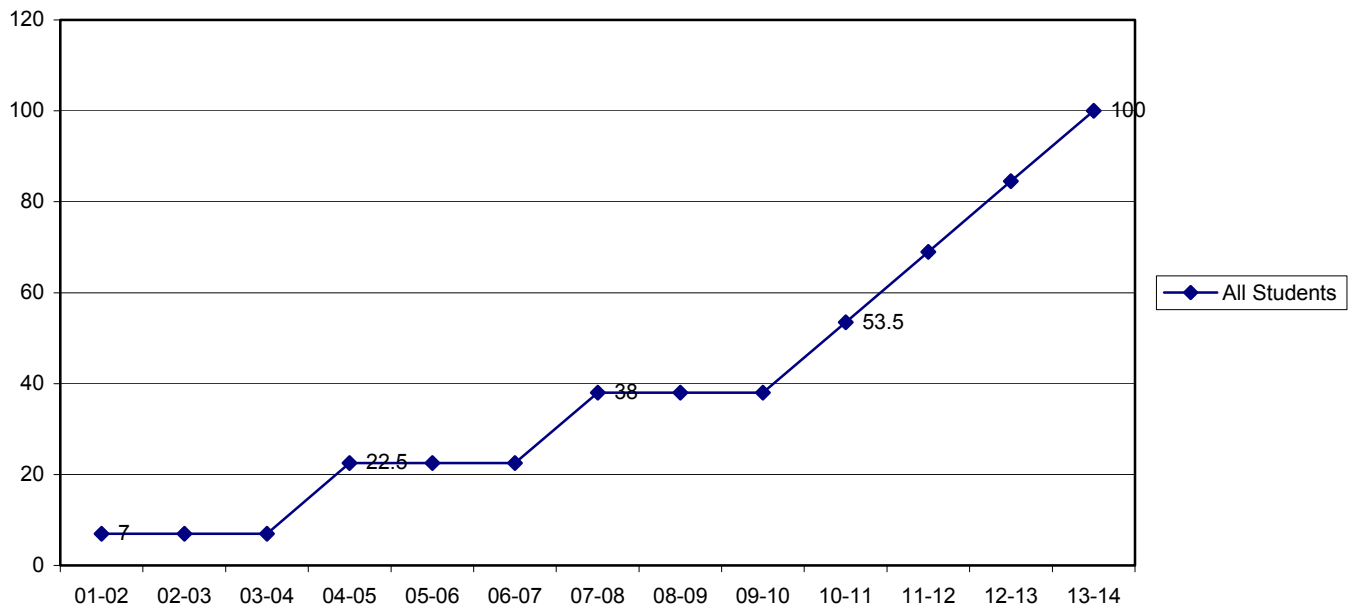


CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Arizona Grade 8 Reading

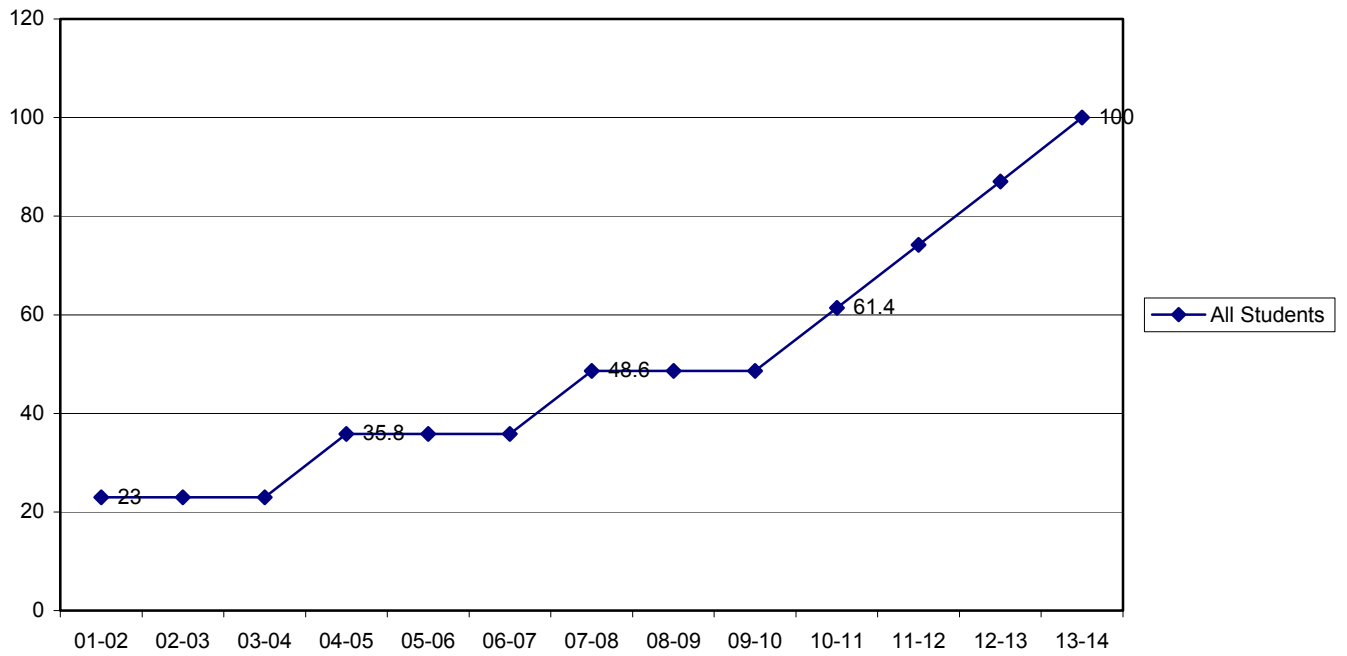


Arizona Grade 8 Math

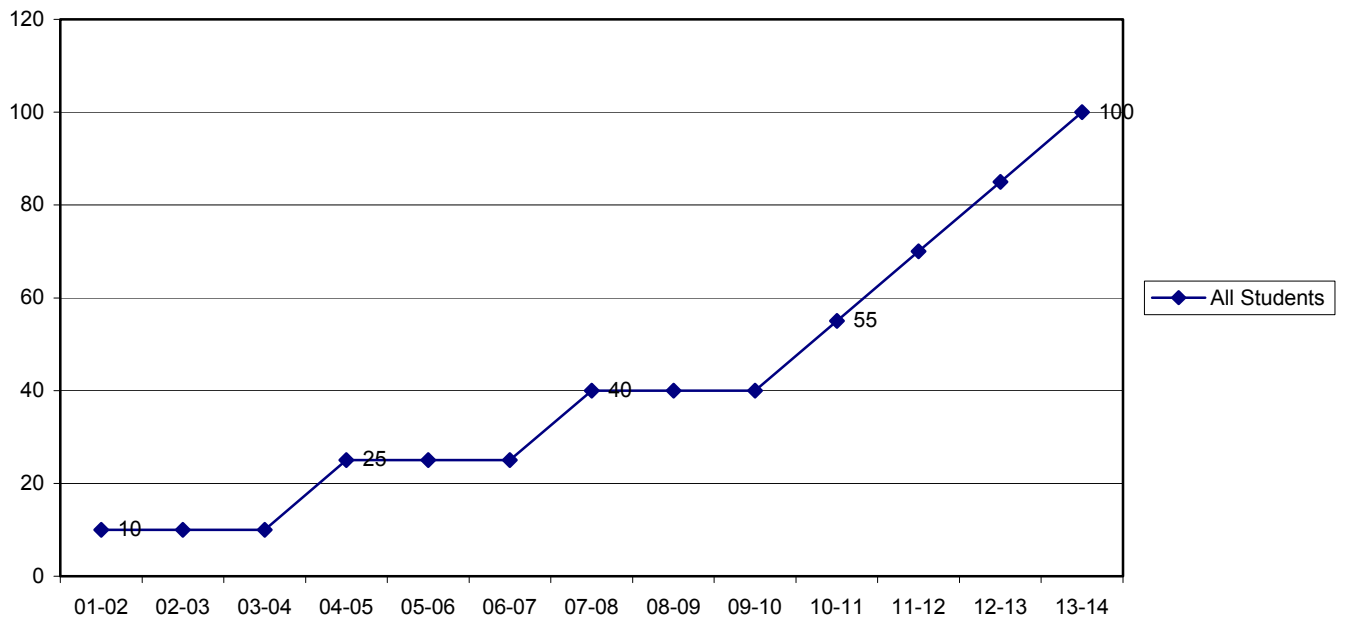


CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Arizona HS Reading



Arizona HS Math



PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Arizona's statewide accountability system allows the Arizona Department of Education (ADE) the opportunity to analyze AYP in a manner consistent with the No Child Left Behind Act of 2001. School improvement decisions will be determined based on consecutive years of failing adequate yearly progress (AYP), which will reflect a school's, district's or the state's failure to meet the standard in a particular subject (reading or mathematics). A school or district failing to meet the AMO in the same subject for two (2) consecutive years will be identified for school improvement.

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

All public elementary and secondary schools and districts serving such schools will be accountable for the academic performance of student subgroups (race/ethnicity [White, African American, Hispanic, Native American, Asian/Pacific Islander], limited English proficiency students, students economically disadvantaged students, and students with disabilities) through the AYP determination, as long as the disaggregated student subgroup meets the minimum group size requirement.

As described in section 2.2, schools and districts submit individual student-level data, which includes demographic and programmatic information, through the Student Details System (SAIS). Additionally, student demographic information is collected on testing documents for all students and is reported to the ADE. The ADE will utilize this data to make AYP decisions for all schools, LEAs and all required student subgroups.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

As noted in section 3.1, student subgroups (as mandated by NCLB requirements) are evaluated for AYP based on the percentage of students completing Arizona's Instrument to Measure Standards (AIMS), and the percentage of students meeting or exceeding the standard in reading and mathematics as determined by the annual measurable objectives, meeting the threshold or demonstrating adequate gain on the additional indicator. The ADE will implement the safe harbor provision as mandated by the No Child Left Behind Act of 2001.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Instrument to Measure Standards (AIMS) and the Stanford Nine (SAT 9) are administered to all students, regardless of disability. Currently, students with disabilities may participate in statewide assessments either by:

- Receiving accommodations (i.e., presentation format)
- Receiving modifications (i.e., out of level)
- Testing using an Alternate Form (i.e., AIMS Form A)

Arizona State Board of Education Rule (R7-2-401) mandates that all students with disabilities who are educated within Arizona public schools participate in the statewide testing program. Having all students, regardless of disability or group membership, participate in statewide testing will allow for a comprehensive accountability system that includes all students in both district and statewide assessment programs.

For 2002-03 academic year, students with disabilities were permitted to take the standard assessment for a grade level unmatched to the student's chronological age. Scores from out of grade level tests will be reported at the subgroup, school, district and state level. Out-of-level students will be included in the analysis of 95% tested in each school. The resulting scores for out-of-level students will be included into the accountability system's calculation on adequate yearly progress (AYP) as not proficient. A school can appeal an AYP determination if the school fails to make AYP based on the performance of out-of-level testers. **Starting with the 2003-04 school year, no student will be permitted to take an out –of-level or off-level assessment.**

Beginning with the 2003-04 school year, Arizona will require all students with disabilities to participate in the statewide assessment program by taking the regular assessment using standard or non-standard accommodations, or by taking the alternative assessment (no more than 1% of the state population will be included in accountability decisions). The scores for students with disabilities who take the regular assessment with standard or non-standard accommodations will be included with the results of students who take these tests without accommodations. For reporting purposes, the Department will maintain a record of the number of students in each school and district taking assessments with non-standard accommodations. The Department intends to closely monitor schools and districts to ensure the proper use of standard and non-standard accommodations. Please see the attached guidance document (AIMS document 2A).

As indicated above, AIMS A serves as the state's alternate assessment and is only administered to those students with the lowest cognitive abilities. AIMS A measures the performance of students based on an alternative set of state standards. These standards represent functional level skills and abilities. Like AIMS, AIMS A has four associated achievement levels (please refer to attached document titled "Alternate State Achievement Test (ASAT), Student Report Form 9, Standards Status Report Form 2"). The scores for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All limited English proficient (LEP) students will participate in the statewide assessment program (AIMS) designed to measure student proficiency in Arizona's Academic Content Standards. An English learner or limited English proficient student is defined by (A.R.S. §15-751). Currently, a student is no longer considered to be limited English proficient when he/she demonstrates English proficiency on one of four assessments (i.e., LAS, IPT). The Arizona Department of Education will implement a single English Proficiency assessment in 2004 aligned with the State's English proficiency standards, which will be used to make this determination. District governing boards are given the authority to determine whether to allowed appropriate linguistic accommodations to LEP students. Additionally, non-linguistic accommodations will be allowed for LEP students.

Beginning with the 2002-2003 academic year, the Arizona Department of Education will fully include LEP students in AYP determinations as mandated by the No Child Left Behind Act (please refer to Section 3.2).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) reports assessment data publicly in accordance to Family Educational Rights and Privacy Act (FERPA) regulations. The ADE has determined that the minimum number of students required for reporting *test result data* publicly will be ten (10) students per report.

The State Board has approved the minimum number of students required for accountability purposes, which is set at thirty (30) students. The ADE has completed a preliminary impact analysis based on the racial/ethnic subgroup. This subgroup was chosen because the ADE feels that at this time the data is more reliable than data on any of the other subgroups. Results indicate that 38% or 679 schools would not be evaluated on any of the major racial/ethnic subgroups when the minimum number of students required is set at 30. Many of these schools serve small, rural communities or represent small charter schools. Student subgroups that are not evaluated due to the minimum sample size will be included in student subgroup analyses conducted at the district and state level.

The ADE is currently receiving technical assistance from the Council of Chief State School Officers (CCSSO) to determine the most appropriate methodology to assess extremely small schools. Tentatively, the ADE intends to make AYP determinations for extremely small schools based on aggregate data for the subjects and grades assessed (reading and mathematics). Extremely small schools are defined as having less than 30 students in the baseline year (2001-2002) and having more than 1/3 of its subject/grade values with less than 30 students (153 schools currently). For example a K-6 school would have 4 subject/grade values evaluated (reading and mathematics for grade 3 and 5), 2 of the 4 subject/grade values must have less than 30 students in order to be considered “extremely small”. All of the students in the school will be evaluated at the subject level, rather than grade level to make valid and reliable AYP determinations. The ADE will make determinations based on a 99% confidence level to ensure statistical validity.

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) does not report student level data or data that may be used to personally identify students in schools, LEAs or the State. The Achievement Profile is reported at the school level; no student level information is publicly available. The ADE will utilize a methodology that provides a definition of AYP based on all students. Thus, the individual privacy of student subgroups is inherently protected at the school, LEA and State levels. It should be noted that the minimum number for reporting accountability data will be the same as the minimum required for accountability analysis (30 students). The ADE asserts that an N count of thirty (30) represents a stable number for making AYP determinations. Referencing standard statistical methods, 30 students is consistent with the “leveling off” of the effect of sample size, meaning that the benefit of increasing the student group lessens as the value increases. Thirty (30) students is generally considered to be the standard in educational research. Thirty (30) is also consistent with the National Center for Education Statistics (NCES) reporting requirements. When reporting accountability results, the ADE will identify counts in which there are fewer than thirty (30) students by using an asterisks (*). Additionally, the ADE will publicly report values in ranges that obfuscate the actual values enough to prevent calculations, which may result in the ability to discern student level detail from aggregate analysis.

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The ADE will complete an adequate yearly progress (AYP) analysis for all public schools and districts serving such schools. Arizona's definition of adequate yearly progress (AYP) is based primarily on reading and mathematics results on Arizona's Instrument to Measure Standards (AIMS). Although the required additional academic indicators mandated in Section 1111 (b)(2)(C)(vi) of The No Child Left Behind Act of 2001 are part of the AYP analysis, Arizona will examine the percentage of students that complete AIMS, calculate the percentage of students who meet or exceed the standards in reading, and mathematics, and implement the safe harbor provision stipulated by federal statute. AYP determinations will be based on the schools', districts', and State's abilities to meet the following measures.

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Graduation Rate is a four-year, longitudinal measure of how many students graduate from high school. Any student who receives a traditional high school diploma within the first four years of starting high school is considered a four (4) year graduate as defined by the Arizona Department of Education's *Graduation Rate Study* (please see attached study). A four (4) year rate is derived from dividing the sum of all four (4) year graduates in each year by the sum of those who should have graduated and did not transfer to another qualified educational facility or die. By examining a cohort of students who began high school at the same time, the graduation rate assesses how many students actually complete high school within a four-year period. It should be noted that this calculation of the graduation rate does not include dropouts as transfer students or those who obtain a Graduate Equivalent Diploma (GED).

Graduation		Number of Cohort members who graduated after four years							
Rate	=	Original Cohort	+	Transfers	-	Transfers	-	Deceased	
		Membership		In		Out			X 100

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Arizona's additional indicator for all public elementary and middle schools (grades K-8, or any combination of those grades) for the definition of adequate yearly progress (AYP) is student attendance.

$$\text{Attendance} = \frac{\text{Total attendance days of students}}{\text{Total membership days of students}}$$

Arizona's threshold and gain rates for attendance will be developed and set by Arizona's Accountability Working Group and will be evaluated by the State's Assessment and Accountability Advisory Committee (SAAAC) and Arizona's National Assessment and Accountability Advisory Committee (NAAAC) prior to the recommendation to the State Board of Education. Upon the approval of the threshold and gain rates, the ADE will submit these values to the U.S. Department of Education.

For the purposes of AYP, unless required for the "safe harbor" provision, attendance will be applied at the school and district level, in the aggregate rather than by disaggregated student subgroups. It should be noted that attendance information cannot at this time be disaggregated due to the nature of the data collected. The ADE proposes that for the 2002-2003 calculation of AYP any school not meeting the threshold or rate of adequate gain for meeting the additional indicator requirement will be asked to provide attendance data disaggregated for the purposes of safe harbor and/or the appeals process. A school will be determined to make AYP if the school meets the 95% assessed requirement and the annual measurable objectives for each grade and subject and the safe harbor provision and/or appeals process results in another classification (based on disaggregated data). It is important to note that this proposed plan will be applied for the current academic year, allowing the ADE adequate time to collect enrollment data by student disaggregated subgroups.

⁹ NCLB only lists these indicators as examples.

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Arizona has selected two academic indicators for the elementary (grades K-8 or any combination) and high school Achievement Profile model. Arizona's Instrument to Measure Standards (AIMS) is the primary academic indicator in the elementary and secondary models. It should be noted that AIMS has undergone technical review by Harcourt Brace Educational Measurement (contractor) as well as independent review solicited by the Arizona Department of Education (ADE). This review entailed reliability and validity testing; these tests result in reliability coefficients ranging from .77 to .91 (these values are based on 2002 analysis). A brief description of the process pertaining to the statistical reliability and validity of AIMS is outlined below. For more detailed information please refer to the AIMS Technical manual.

In addition to the involvement of teachers in every step of standards and test development as a primary piece of validity evidence, the following technical studies will be used to determine test score validity and reliability. Reliability is considered to be a piece of validity evidence.

Field test statistics

Item analysis statistics will be used to determine whether a field test item is to be included in the AIMS item bank. Content and bias will be part of the selection criteria. Teacher teams will review item calibrations based on Rasch difficulty estimates and based on traditional difficulties (p-values). Item response distributions will be studied for all respondents, for high-, middle-, and low-ability groups. Point-biserial correlations (item to total correlations) as well as a high/low student response index values are included in the decision-making. Rasch outfit mean squares are used as a between-group measure to evaluate the agreement between the observed item characteristic curve for best fit over ability sub-groups, and Rasch infit mean squares are used as a within-group measure to summarize the degree of misfit remaining within ability groups after between-group misfit has been removed from the total. Differential item functioning (DIF) procedures are used to compare subgroup performance to a reference group. A generalized Mantel-Haenel chi-square procedure will be used to assess DIF.

AIMS item bank

All items that are determined to be of operational quality will be put into the AIMS item bank and will carry all related statistics and history in terms of test forms. Information stored in the item bank includes for each item the item code, grade level, content area, performance objective, concept, strand, field test date, test form, and item statistics.

Equating and scale score derivation procedures

To ensure that students taking one form of a test are neither advantaged nor disadvantaged, common items on each form of AIMS are used to equate test forms. A common item, non-equivalent groups design is used for collecting data. The Rasch model is used to obtain parameter estimates. This procedure will result in the item parameters for all forms being on the same ability scale.

Reliability of test scores

Test score reliability coefficients will be produced using a stratified coefficient alpha for constructed responses, and Kuder-Richardson Formula 20 and Cronbach Alpha coefficients for selected response items. Standard errors of measure will be provided. Within form correlations and between multiple choice and constructed-response for each set of AIMS will be calculated.

Decision consistency and pass score accuracy

The accuracy of a decision to classify a student as above or below the standard cut score is the extent to which the decision would agree with decisions that would be made if each student could somehow be tested with all possible parallel forms of a test form.

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The consistency of the decision is the extent to which it would agree with the decisions that would be made if the students had taken a different form of the test, equal in difficulty and covering the same content as the form they actually took. Statistical analyses will be used to estimate the accuracy and consistency of the decisions for passing. Decision tables will be provided showing cells with correct classifications and misclassifications (false positives and false negatives) for test forms taken.

Ongoing validity studies to provide test score validity evidence

The National Assessment and Accountability Advisory Committee, consisting of nationally recognized measurement consultants Joe Ryan, Bill Mehrens, Jim Popham, Tom Haladyna, and Jerry D'Agostino provide, guidance on all aspects of AIMS development including validity studies. Jerry D'Agostino has a contract with the Arizona Department of Education to conduct a series of validity studies including content, curricula, and construct validity studies. The Department's assessment and research units will conduct additional studies.

A State Assessment and Accountability Advisory Committee meets regularly with the state director of assessment to provide input and recommendations regarding the state's testing program. This committee deals primarily with local issues. Two members of the state committee are representatives to the national committee. One member of the national committee is a representative to the state committee.

Based on the reliability and validity studies of AIMS and the cooperation of the state's advisory committees to continue to consult on validity studies, the ADE is confident that the AZ LEARNS component of the Achievement Profiles is both valid and reliable. It is still unclear whether the AYP determinations that will be made for the 2003 Achievement Profiles are valid or reliable. The ADE intends to utilize its resources, NAAAC, SAAAC and the Technical Advisory committee, to conduct validity studies based on the results of this year's (2003) Achievement Profiles.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) calculates an Achievement Profile based on the separate evaluation of subjects as well as grades assessed at the school level. Reading and mathematics are evaluated independently to determine areas of strength and weakness within each grade level as well as at the school level. The ADE has determined the starting point, annual measurable objectives, intermediate goals and growth expectations for each subject and grade.

¹⁰ If the State has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

During the spring and summer of 2003, the ADE will meet with district and educational representatives to modify the existing state accountability system in order to integrate the requirements established by NCLB. This group deals with the fundamental questions regarding school accountability and seeks to develop a fair, accurate, valid and reliable system to measure student achievement and school performance. The ADE will make AYP determinations for all student subgroups; schools, district and the state based on a 99% confidence level that the decisions made regarding the performance of schools are accurate. The ADE will determine the confidence interval for the percent proficient for each subject and grade to determine that the probability of a particular subgroup, school or district making the annual measurable objective (AMO) falls within a 99% confidence level, ($p = .01$). The ADE will utilize statistical methods, confidence intervals, to ensure that AYP decisions meet the state's standards for acceptable reliability. AYP decisions will be made separately by subject (reading and mathematics).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In accordance with Title I, Section 1116 (2) (A-C) of the No Child Left Behind Act, the Arizona Department of Education (ADE) will provide schools proposed for failure to make adequate yearly progress (AYP), which may result in an identification for school improvement, corrective action, or restructuring, the opportunity to review the school-level data (including assessment data) on which the proposed identification is based. If the principal of a school proposed for failure to make AYP believes, or a majority of the parents of the students enrolled in such school believe that the proposed identification is in error for *statistical or other substantive reasons*, the principal may provide supporting evidence to the ADE for further consideration prior to the final AYP determination. This procedure established by Title I, Section 1116 (2) (A-C) of the No Child Left Behind Act will serve as the basis for AYP appeals. The AYP appeal procedure established by the ADE effectively completes the process for making valid AYP determinations. A final AYP determination and public release will occur no longer than thirty (30) days after the release of preliminary AYP determinations.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments? ¹¹	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The most immediate challenge is the incorporation of additional grades assessed within the accountability system as required by the No Child Left Behind Act of 2001. As noted earlier in Section 8.1 a school classification is based on the combination of the grades and subjects assessed (this is based primarily on grade configurations). Therefore, the inclusion of additional grades into State assessment simply requires the ADE to determine starting points and growth point groupings for these new grades, as well as reevaluate previous data in grades 3, 5 and 8. The ADE will determine the appropriate Subject/Grade Value Scales based on these new grade levels and provide a recommendation to the State Board of Education at such a time that this is appropriate. The Arizona Department of Education (ADE) will evaluate the current performance/achievement standards in order to determine if said standards are set at appropriate levels when AIMS is articulated grades 3 through 8 in 2004-2005.

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Participation Requirements: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup completes the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

The ADE intends to use the following formula to determine the percentage of students assessed for each grade level and subject in elementary and middle schools:

<p>% Assessed</p>	<p>=</p>	$\frac{\text{Number of 3, 5, 8}^{\text{th}} \text{ graders assessed}}{\text{Number of 3, 5, 8}^{\text{th}} \text{ graders enrolled}}$	<p>X 100</p>
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Students are first given the opportunity to take the Arizona's Instrument to Measure Standards (AIMS) at the high school level in grade ten (10). High school AIMS assessments are administered in early spring and are only given on one specified date. Therefore students who are absent on test day are not given an opportunity to make-up the test. At this time, make-up assessments (for students who are not assessed on the one day assigned per subject) **are not permitted** for high school students for AIMS reading and mathematics. In order to address this issue, the ADE intends to develop additional forms of the high school AIMS assessments required to administer makeup exams and/or propose an extension to the testing window to the State Board of Education (please see the following timeline).

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| May/June 2003 | The ADE will convene a committee to investigate possible options and associated financial impacts relating to assessment requirements needed to fulfill NCLB mandates. Members of this committee will include ADE staff, school and district personnel, and representatives from the testing contractor. |
| July 2003 | The ADE will present these options and financial impact to the State Board of Education for discussion/review. |

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

August 2003 The ADE will present these options to the State Board of Education for final adoption.

The percentage of students in secondary schools will be assessed based on the number of tenth (10) grade students assessed annually:

% Assessed	=	$\frac{\text{Number of 10}^{\text{th}} \text{ graders' assessed}}{\text{10}^{\text{th}} \text{ grade enrollment}}$	X 100
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The ADE will utilize school finance and MIS data that has undergone extensive integrity and validity checks to calculate the percent of students assessed. School and district funding is determined based on the data that is provided to the ADE through the Student Details System. These data will be utilized to the extent possible starting in the 2002-2003 academic year for calculating the 2003 Achievement Profile. Detailed descriptions of the integrity and validity checks utilized by the ADE can be provided if necessary. Furthermore, under A.R.S. §15-241 schools must provide accurate data necessary for the calculation of the Achievement Profiles, including AYP data, or risk the loss of classroom site funds if found not to be compliant. The ADE has authority to audit and monitor school data for compliance.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) recommended to the State Board of Education in March 2003 that the minimum number of students for each subgroup be consistent across the analysis. The Arizona State Board of Education approved the minimum number of students required for accountability purposes and the determination of the percentage of students assessed is thirty (30) students.

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.